

DOCUMENT RESUME

ED 340 410

JC 910 500

AUTHOR Fullen, Jim, Ed.
TITLE OATYC Journal, Vol. XV, Nos. 1-2, Fall 1989-Spring 1990.
INSTITUTION Ohio Association of Two-Year Colleges.
PUB DATE 90
NOTE 81p.; This journal is being entered into ERIC, one year's worth at a time, with "Table of Contents" type abstracts, in order to provide indexing access to the individual articles via the text of the abstract.
PUB TYPE Collected Works - Serials (022)
JOURNAL CIT OATYC Journal; v15 n1-2 Fall 1989-Spr 1990

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Classroom Environment; College Curriculum; *College Faculty; *College Instruction; Community Colleges; Faculty Publishing; Instructional Innovation; Merit Pay; Part Time Faculty; *Teaching Methods; *Two Year Colleges

ABSTRACT

The OATYC Journal is published by the Ohio Association of Two-Year Colleges to provide the two-year colleges of Ohio with a medium for sharing concepts, methods and findings relevant to the two-year college classroom and to provide an open forum for problem discussion and review. The fall 1989 and spring 1990 issues of the journal contain: "Reflections," by Kathleen Brubaker; "Northwest Technical College, a Community Serving College," by James Nagel; "Technical Studies Should Be Taught through an Integrated Approach," by Joan D. Galley; "Using a Survey Approach to Teaching Technical Report Writing," by Viola Newton; "Cooperative Education: The Other College Work-Study Program," by Charles Rubin, Jr.; "The Challenge of Leadership in Allied Health for the Twenty-First Century," by Frederick G. Adams; "Designing a Freshman Orientation Course," by Elizabeth Ann Lariviere and Darius Rastomji; "The Importance of Scholarly Publication to Two-Year College Educators," by Thomas Preisser; "Force? No!" by Barbara P. Thompson; "Reaction to 'Focusing on Curriculum, Retention and Attrition, and Marketing in the Community College,'" by George M. Kreps; "The Challenge of the 1990's," by Jim Marcotte; "Kent State University, Ashtabula Campus: Instructional Excellence in the Classroom," by Rita Locke; "Whips, Chairs, and Other Motivational Teaching Tools," by Ron Luce; "Hazardous Materials Management Plan for Two-Year Colleges," by Mary K. Linde; "Motivating Part-Time Faculty Performance," by Robert DeBard; "How to Handle Criticism," by James Beaubien and Karen Caesar; "Merit Pay and Assessment of Teaching: A Procedure for Peer Evaluation in Multi-Disciplinary Units," by Keith A. Roberts; "Part-Time Educators: More Valuable Than Their Paychecks Indicate," by Kimberly Hlivko Levite; "Yes and No," by Joyce R. Kindle; and "Reaction to 'The Importance of Scholarly Publications to Two-Year College Educators,' and 'Force? No!'" by William L. Henderson.
(JMC)

THE OHIO ASSOCIATION OF TWO-YEAR COLLEGES

ED340410



VOL. XV Number 1

Fall 1989

VOL. XV Number 2

Spring 1990

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

J. Fullen

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☐ This document has been reproduced as
received from the person or organization
originating it.

☒ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy.

BEST COPY AVAILABLE

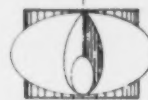
JC 910 500

Jim Fuller, Editor
Ohio Association of Two-Year Colleges
Central Ohio Technical College
University Drive
Newark, OH 43055, (614) 366-1351



OATYC

NON-PROFIT ORG.
U.S. POSTAGE
PAID
PERMIT NO. 52
NEWARK, OHIO



OATYC

JOURNAL

Vol. XV

No. 1

Fall 1989

OHIO ASSOCIATION OF TWO-YEAR COLLEGES

An affiliate of the American Association of Community and Junior Colleges

THIS ISSUE: COMMENT Reflections

TEXT

FOCUS: Northwest Technical College,
a Community Serving College

Technical Studies Should Be Taught
through an Integrated Approach

Using a Survey Approach to Teaching Technical Report Writing

Cooperative Education: the Other College Work-Study Program

PLUS ONE

The Challenge of Leadership in Allied Health
for the Twenty-First Century

PRACTICUM

Designing a Freshman Orientation Course

FORUM

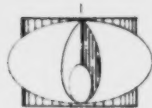
ISSUE: Should Two-year Colleges
Force Educators to Publish Scholarly Work?

The Importance of Scholarly Publication
to Two-Year College Educators

Force? No!

REACTION

Reaction to "Focusing on Curriculum,
Retention and Attrition, and Marketing
in the Community College"



OATYC

Provides:

- Collective influence on the future direction of Ohio's two-year campus system;
- Access to classroom liability insurance protection of \$1,000,000;
- An open forum for the discussion of trends, problems, accomplishments, and challenges unique to state assisted, two-year campuses;
- A newsletter which informs members of the proceedings and activities of the OATYC and of Ohio's two-year campuses;
- The *Journal* which provides an opportunity for publication and exchange of scholarly views and concepts;
- Conference and workshops providing opportunities for professional development, visits to other two-year campuses, presentation of papers, and socialization with other two-year campus personnel;
- Affiliation with the American Association of Community and Junior Colleges and its activities throughout the nation.

Purposes:

- To provide a forum in which all state-assisted, two-year campuses can meet to discuss and resolve mutual problems;
- To foster cooperation and communication among Ohio's institutions of higher education;
- To provide the viewpoint of the state assisted, two-year campuses to the Ohio Board of Regents and to the State Legislature;
- To identify and improve the status, prestige, and welfare of all state-assisted, two-year campuses in Ohio, and to other activities which will increase the contribution of state-assisted two-year campuses to Ohio's total educational process.

Institutional Members

Belmont Technical College
Dr. Lewis C. Miller, Acting President
Bowling Green State University,
Firelands Campus
Dr. William R. McGraw, Dean
Central Ohio Technical College
Dr. Julius S. Greenstein, President
Clark State Community College
Dr. Albert A. Salerno, President
Columbus State Community College
Dr. Harold M. Nestor, President
Community and Technical College,
University of Akron
Dr. James P. Long, Dean
Cuyahoga Community College
Dr. Nolan M. Ellison, President
Edison State Community College
Dr. Kenneth Howell, President
Hocking Technical College
Dr. John E. Light, President
Jefferson County Technical College
Dr. Edward L. Florak, President
Kent State University,
Ashtabula Campus
Dr. John K. Mahan, Dean
Kent State University, Coshocton Campus
Dr. Larry D. Jones, Dean
Kent State University,
Lancaster Campus
Mr. Harold Shadle, Dean
Kent State University, Salem Campus
Dr. James Conway, Dean

Kent State University,
Stark County Campus
Dr. William Bittle, Dean
Lima Technical College
Dr. James S. Biddle, President
Lorain County Community College
Dr. Roy L. Church, President
Marion Technical College
Dr. Richard Brisson, President
Miami University, Middletown Branch
Dr. Michael Gorman, Exco. Dir.
Michael J. Owens Technical College
Dr. Daniel H. Brown, President
Maskingum Area Technical College
Dr. Lynn Willett, President
North Central Technical College
Dr. Byron Kay, President
Northwest Technical College
Dr. James O. Miller, President
Ohio State University, Agricultural
Technical Institute
Dr. Dan D. Garrison, Director
Ohio State University,
Newark Campus
Dr. Julius S. Greenstein,
Acad. and Director
Ohio University, Belmont Campus
Dr. James W. Newlon, Dean
Ohio University, Chillicothe Branch
Dr. Delbert Meyer, Dean
Sinclair Community College
Dr. David H. Ponzio, President

Southern State Community College
Dr. Lewis C. Miller, President
Stark Technical College
Dr. John J. McGrath, President
Terra Technical College
Mr. Richard M. Simon, President
University of Akron, Community
and Technical College
Dr. James P. Long, Dean
University of Cincinnati, Clermont
College
Dr. Roger J. Barry, Dean
University of Cincinnati,
University College
Dr. Joseph A. Steier, President
University of Toledo, Community
and Technical College
Dr. James McConat, President
Washington Technical College
Dr. Carson K. Miller, President
Wayne General & Technical College,
University of Akron
Dr. Lynne Lanning, Dean
Wright State University,
Dr. Donald Carlson, Dean
Youngstown State University
Dr. Neil Humphrey, President

JOURNAL

OF THE

Ohio Association of Two-Year Colleges

(Affiliate of the American Association of Community and Junior Colleges)

VOL. XV NO. 1

FALL 1989

The *Journal of The Ohio Association of Two-Year Colleges* is published by the Association to provide the two-year colleges of Ohio with a medium for the sharing of concepts, methods and findings relevant to the two-year college classroom and to provide an open forum for problem discussion and review.

Subscription is part of the OATYC active, associate, or institutional membership. However, single copies of the *Journal* are available at \$3 each. A yearly subscription is available for \$6 to persons or organizations who do not want membership in the OATYC. Postage is prepaid on all orders within the U.S.; \$50 per year is added for Canada, \$1 per year for all other foreign countries. Communications regarding orders, special subscriptions, single copies, advertising, and permission to reprint are to be addressed to:

The Ohio Association of Two-Year Colleges
c/o Russell K. Davis, III
University of Akron Community and Technical College
304 East Buchtel Avenue
Akron, OH 44325

Journal Officers

Jim Fullen, Editor, Central Ohio Technical College
Linda Houston, Assistant Editor, Agricultural Technical Institute, Ohio State University

Editorial Board

Anna P. Barnum, University of Akron Community and Technical College
Marc Green, Cincinnati Technical College
Judy Hanneken, Community and Technical College, University of Toledo
David Humphreys, Cuyahoga Community College, Eastern Campus
Jack Tabor, Columbus State Community College

Readers

Gordon Brooks, Columbus State Community College
Jack Metcalf, Central Ohio Technical College
Carlos Tackett, Lakeland Community College

BEST COPY AVAILABLE

OATYC Journal, Fall 1989

Table of Contents

COMMENT

Reflections

Kathleen Brubaker, Michael J. Owens Technical College.....3

TEXT

FOCUS: Northwest Technical College, a Community Serving College

James Nagel, Northwest Technical College.....6

Technical Studies Should Be Taught through an Integrated Approach

Joan D. Gailey, Kent State University, East Liverpool Campus. 11

Using a Survey Approach to Teaching Technical Report Writing

Viola Newton, Columbus State Community College.....14

Cooperative Education: the Other College Work-Study Program

Charles Rubin, Jr., Cuyahoga Community College, Metro Campus.....17

PLUS ONE

The Challenge of Leadership in Allied Health for the Twenty-First Century

Frederick G. Adams, Connecticut Department of Health.....18

PRACTICUM

Designing a Freshman Orientation Course

Elizabeth Ann Lariviere and Darius Rastomji, University of Akron,
Community and Technical College.....22

FORUM

ISSUE: Should Two-year Colleges Force Educators to Publish Scholarly Work?

The Importance of Scholarly Publication to Two-Year College Educators

Thomas Preisser, Sinclair Community College.....26

Force? No!

Barbara P. Thompson, Columbus State Community College.....28

REACTION

Reaction to "Focusing on Curriculum, Retention and Attrition, and Marketing in the Community College"

George M. Kreps, Agricultural Technical Institute.....29

COMMENT

Reflections



Kathleen Brubaker

As the 1989 fall issue of the *Journal* goes to press, my tenure as president of the OATYC comes to a close. Most gratifying has been the increased level of participation by institutional members and campus liaisons resulting in a strong financial base and a dynamic statewide communication network. The association's goal of providing a forum for the discussion of trends, problems, accomplishments and challenges unique to state assisted, two-year campuses is realized with such meaningful and diverse representation.

If you have not already done so, plan to register for this fall's conference November 3-4, 1989, at Columbus State Community College. The theme, **Access to Success: The Challenge to Two-Year Colleges**, provides some thought-provoking sessions and an excellent opportunity for professional development. Other conference highlights will include a dinner keynote by Chancellor Coulter, presentation of the Administrator of the Year and Full-time Teacher of the Year awards and a CEO panel discussion of issues and priorities for our campuses as we approach the next decade.

In closing, I challenge each of you to become more involved in the OATYC. Despite the accomplishments of the past several years, the association and your colleagues benefit every time you present at a conference, serve in an elected position or submit an article for publication in the *Journal*. Serving as president of the OATYC has been a rewarding professional experience, and I thank the membership for the opportunity.

Kathleen Brubaker
OATYC President
Owens Technical College,
Findlay Campus
Findlay, Ohio 45840

INFORMATION FOR PROSPECTIVE CONTRIBUTORS

The *Journal* encourages submission of material for any of its sections by faculty, staff, administrators and/or trustees of any of Ohio's community, general and technical, junior, regional and technical campuses. The *Journal* is particularly receptive to articles of general professional importance in the areas of administration, instruction, and baccalaureate or technical studies for two-year institutions.

There are forty-four solicitors of editorial material listed here. Contact your campus solicitor or one nearest you to inquire about submitting a specific manuscript.

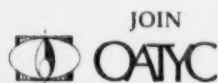
Manuscripts must be typed, double-spaced and of approximately 1,000-3,000 words in length. All submissions must be accompanied by a stamped, self-addressed envelope for return. Art work must be black and white. Photos glossy; tables and drawings on 8 1/2 by 11 paper. The name and address of the contributor should be on the back of all art copy.

Editorial Policy

The *Journal* is not responsible for manuscripts or materials lost in mailing nor is it responsible for returning items not accompanied by a stamped, self-addressed envelope.

The *Journal* reserves the right to edit manuscripts to meet its needs and objectives. Where major revisions are necessary, every effort will be made to clear the changes with the author.

Submission deadline for the next *Journal* is March 16, 1990.



OATYC Application for Membership

- ☐ I am enclosing \$25 for regular membership dues for 1989-90.
☐ New Member
☐ Membership Renewal

College Address _____

Name _____

Please Print

Title/Specialty _____

Two-Year Campus _____

City _____ State _____ Zip _____

C/O Russell Davis, University of Akron Community and Technical College,
 Shank 152 B, Akron OH 44325.

Professional Liability Protection Plan for Educators



Offered to Employees of OATYC/ AACJC Member Colleges

The Educators Professional Liability Plan covers the acts or omissions of the enrollee and protects the enrollee for the acts of anyone under his or her supervision. This Plan also assists the enrollee to protect his or her job.

1. Your choice of \$500,000 or \$1,000,000 in protection. Defense costs are paid in addition to this amount.
 This amount is for all claims during the Plan year. If you supervise other employees and are sued by one of them, the Plan provides 90% or \$1,500, whichever is less, for defense costs (\$100 deductible to be paid by you). The maximum \$500,000 or \$1,000,000 amount still applies to damages.
2. The Plan provides protection against claims under the following provisions:
 - The occurrences take place on or after the effective date of the policy;
 - The claim, or written notification of circumstances which could reasonably give rise to a claim, is first made by or against the insured during the agreement period or within 60 days after expiration or termination of the agreement.
3. The Plan will pay up to \$50 for your initial consultation with an attorney and it will pay up to \$250 of the cost of having an attorney represent you at a formal hearing of a school board or other authority if you are threatened with termination, resignation or demotion. You will also receive up to \$250 for legal fees, subject to a \$100 deductible, if you decide to sue.

NOTE: Members whose primary employment is with an educational organization may cover part-time educational jobs (consultant, tutor, teacher) by paying an additional \$40 for the \$500,000 benefit or \$70 for the \$1,000,000 benefit.

PROFESSIONAL LIABILITY PLAN ENROLLMENT FORM

A Special Membership Services Plan of Ohio Association of Two-Year Colleges;
 American Association of Community and Junior Colleges

Name _____
 Institution _____
 Address _____
 City _____
 State _____ ZIP _____
 Birth Date _____ Social Security No. _____
 Date _____ Signature _____

- Regular Coverage—\$500,000/\$500,000
 Coverage @ \$40 per year. ☐
 Including part-time private
 consultants \$500,000/\$500,000 Coverage
 @ \$40 per year. ☐
 Regular Coverage—\$1,000,000/
 \$1,000,000 Coverage @ \$70 per year. ☐
 Including part-time private
 consultants \$1,000,000/\$1,000,000
 Coverage @ \$140 per year. ☐

Coverage becomes effective the first of the month following receipt of enrollment form and payment in full mailed to office designated on the back of this form. Please do not mail this form if you are currently insured by this plan, you will automatically receive a renewal notice. Coverage extends for a full 12 months. Send your enrollment form and check payable to Forrest T. Jones and Company, Inc., P.O. Box 418131-3130 Broadway, Kansas City, MO 64141-9131.

TEXT

Focus: Northwest Technical College, a Community Service College

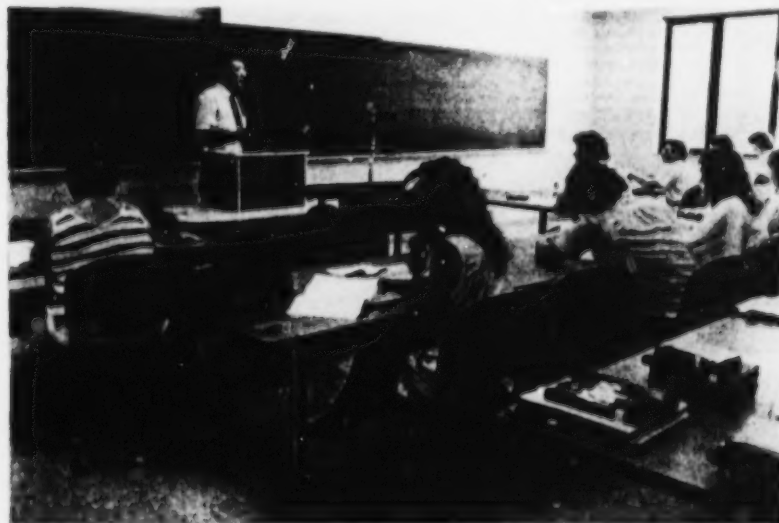
James Nagel

This fall's edition takes us on a visit to the campus of the Northwest Technical College, five miles south of Archbold; Dean Nagel acts as our guide. A community serving two-year college, the Northwest Technical College dedicates itself to provide the "highest quality education."

Northwest Ohio's community serving college is located on the flat lands of the lake plains, five miles south of Archbold. For those not familiar with this very rural corner of the buckeye state, Archbold can be found in Fulton County, about forty-five miles west of Toledo and in the northern tier of counties, nestled up against Wolverine country.

Northwest Tech is an open admission college. Any high school graduate, holder of a GED, or individual who has not graduated from high school but has the ability to do college level work may enroll in many programs. Some programs, such as nursing, have additional admissions criteria.

This now thriving technical college began life, as did many of the Ohio Technical Colleges, in a wing of an area vocational high school in 1969. The early facilities were quickly outgrown. In 1972, the college moved to its current location, one-half mile east of the intersection of Ohio Routes 66 and 34.



Northwest Tech provides quality instruction in state-of-the art learning environments.

6

As a public institution, Northwest Tech provides high quality education to both day and evening students at low cost. Several financial aid programs are available, including state and federal grants, scholarships, loan programs, agency funding, and employee reimbursement programs.

The College has an enrollment of nearly 1,900 individuals in its credit programs. More than 800 men and over 1,000 women are enrolled with a majority of the students coming on a part-time basis. The average age of students at Northwest Tech is 33.

In the spring of 1989, the major modules of Phase II of a four-phase master plan were completed, nearly doubling the available floor space. Construction will continue at the college into the 1990's. Early in the new year, a major renovation of the engineering, computer, and nursing facilities should be complete, and a bit later, a new child care building will be occupied. Beyond that, the long range plans call for additional interconnected modules to serve science, library, arts, and humanities needs.

"Northwest Technical College is the community serving college for this corner of Ohio" states Dr. James O. Miller, President. "We are dedicated to



President James O. Miller

7

helping provide a better world for all of us. We are committed to providing the highest quality education. We pledge ourselves to providing an environment complete with effective teachers, support staff, and equipment. If we do our part and the students do theirs, we will each grow stronger and the world will grow better."

Northwest Technical offers two-year associate degrees in the following fields of study: Accounting, School Treasurer, Agriculture, Banking & Finance, Business Management, Human Resource Management, Marketing, Real Estate, Retail Management, Computer Programming, Executive Secretarial, General Secretarial, Information Processing, Legal Secretarial, Medical Secretarial, Food Processing, Drafting & Design, CAD/Computer Option, Electronics Engineering, Industrial Engineering, Mechanical Engineering, Electromechanical Engineering, Construction, Plastics Engineering, Quality Control, Early Childhood Education, and Associate Degree Nursing.

The College also offers the Associate of Technical Studies degree. This degree, popular with men and women in the workforce, is flexible since it



Students have many hands-on experiences with the latest instructional equipment.

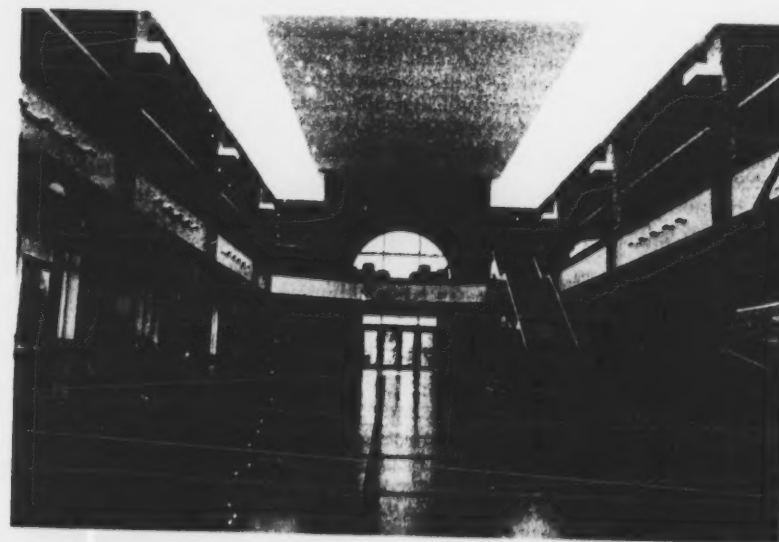
combines the elements of life experiences with existing degree programs to meet the students' specific needs.

One-year, credit-bearing certificates may also be obtained at Northwest Tech in these occupational areas: Accounting Assistant, Computer Operator, General Secretarial, Word Processing, Drafting & Design, Microcomputer Applications, and Quality Control. Individuals may also consider attending the highly respected Licensed Practical Nursing program.

Also operating at the College is a thriving Community Service Division which serves in excess of 4,000 individuals each year through programs such as



A modern, spacious campus bookstore serves the varied needs of the many day and evening students.



The beautiful two-story atrium is the campus centerpiece.



Outdoor gardens provide students a quiet setting and scenic views of the surrounding farmlands.

Saturday Morning Enrichment, Apprentice & Journeyman, School of Auctioneering, Heritage Arts, numerous non-credit courses, 5 & 10K runs, Baseball Camps, Computer Camps, and industrial in-house customized training. This division at Northwest Tech also operates popular educational centers in Paulding, Continental, Montpelier, Ridgeville, Delta, Defiance, and Tinora High School.

Northwest Tech has a strong on-going relationship with many business and industrial firms serving northwestern Ohio and the nation. Companies which have benefited from training offered by the College, include Campbell Soup Company, General Motors, Ford Motor Company, Aro Corporation, Sauder Woodworking, LaChoy Foods, Metal Forge, Automatic Feed, Manville, and Chase Brass & Copper.

Up-to-date research data to assist in solving technical and management problems is made available to business and industry through the Ohio Technology Transfer Organization. A full-time coordinator of the OTTO program is housed at Northwest Technical College to help area businesses and industries remain competitive.

President Miller relates, "Northwest Technical College is committed to the philosophy that education is a process—a lifelong process—through which individuals can enhance the quality of their lives and make a meaningful contribution to society."

James Nagel
Dean
Northwest Technical College
Archbold, Ohio 43502

Technical Studies Should be Taught through an Integrated Approach

General educators have a history of criticizing the technical studies curriculum for not having a greater emphasis on general courses. Historically, however, general education literature suggests they have not been strong proponents of integrating general education courses with technical courses. Conversely, in the past, technical educators' writing has taken the stance that general education has little significance in preparing technical students for careers. The problem, therefore, is how can general education be successfully integrated with the technical studies curriculum to the benefit of the student. This paper seeks to solve the problem issue of integrating technical education with elements of general education.

Joan D. Gailey

Background

Contributing to the issue of general education versus technical education are several interrelated factors. One factor, or at least a source of confusion, is evident in the study of general education literature. Authors have a different perception of general education, thus the literature does not reveal a clear consensus in favor of one definition of general education. Although each meaning given to general education is similar, there is enough difference to cause readers a degree of confusion. For example, it is sometimes called general education, sometimes called liberal studies, and it is sometimes only referred to as "the core." A definition that encompasses the major themes found in a review of the general studies literature defines general education as a cultural core that includes liberal education courses of history, philosophy, science, literature, English, and the arts (Burhams, *Demise of Cultural Core*, 156).

The divisiveness between general education and professional education has been accentuated by general education scholars who have criticized technical education studies as being too narrowly defined. This controversy appears to center on who is an "educated person." Most writers reflect the perception of equating "educated" with scholarly pursuits. For example, in his essay *The American Scholar Reconsidered*, Theodore Gross criticized technical education. Gross writes, "In an era when urban public education is available for everyone, the American scholar must be a person whose education is an organic element in his life and not merely a preparation for life, like all other preparations that prevent the American student from living and becoming the American scholar" (32).

Another example is found in *Compulsory Mis-education and the Community of Scholars*. Author Paul Goodman is critical of both general studies and professional education. He argues that teaching has become too isolated, it has become an individualistic activity which leads to "the increasing bureaucratic dehumanization and conformist of contemporary institutional education." Goodman thinks that education has lost one of its strengths by the decline in the scholarship through a community of scholars approach. He claims that in place of the scholarship found through a general education community of scholars, education has been emphasizing "pre-ordained marketable skills" (7).

These comments suggest that in the past, general education scholars have equated the broader knowledge base of general education as the means of

determining "who is educated." This perception has contributed to the development of an adversarial relationship between general education faculty and technical studies faculty. It is a relationship based on what some educators might describe as a "faulty" perception because of the assumption that one is able to identify the general characteristics of an "educated person." It further assumes that the only route to the self-actualization of being an "educated person" is through education for its own sake. This idea persists today despite a call from some general studies and technical studies educators to integrate the curriculum. A recent remark by a general education professor indicates the rift in the view of educational goals, "The outcome of the general education is to 'teach students how to live' as opposed to a business outcome of 'teaching students how to make a living.'" This assumption presupposes that professional education will always be taught in a very narrow field of specialization which excludes teaching students values, ethics, and social behaviors necessary to exist in this society.

Some technical studies educators adopted the idea that the best technical education included a heavy concentration on technical studies with little more than cursory attention to general education. Curriculum designers reflected this perception by requiring fewer general studies courses for those getting technical degrees. This perception was often adopted by their students. One outcome of this perception is illustrated in *Liberal Learning*, Spring 1985, by T. B. Jones, a professor of humanities at Metropolitan State University in Minnesota. He identified the typical response of students to a general education curriculum as, "'Knowledge for knowledge sake' isn't much of an argument on behalf of liberal learning with most skeptical business students" (62). He identifies another problem with general education as the "attitude of liberal arts faculty toward liberal and technical education...liberal arts faculty hesitated to 'water down' the quality of their courses for technical students; they viewed their liberal arts courses as preparation for a major, not as part of general learning" (66). Thus, the same propensity toward specialization that was considered to be an obstacle in becoming an "educated person" was also prevalent in subsections of general learning.

These perceptions were also influenced by a changing environment. A dramatic emphasis on technology occurred in the United States. The impetus came after October 4, 1958 when the Russian satellite "Sputnik" was launched. This historical event jarred the complacency of the United States. As technology advanced, the explosive growth in the business community precipitated an even greater increase in demand for new skills and technical expertise. Educational institutions responded by offering training in management and the technical disciplines. Coupled with the explosive growth in technology was the coming of age of the "baby boom." Not only did a large number of traditional students enter higher education, but many nontraditional students were enrolled to learn new skills or to take advantage of opportunities to become managers. As increasing numbers of students responded to the demand by entering technology-based programs and other educational programs like business administration, less emphasis was placed on the value of the general education. In part this was due to the attitude that technical education needed a narrow concentration in the discipline rather than the broader education offered in general studies curriculum. The end result of a dramatic increase in demand for technical education was an emphasis in higher education on preparing people to meet the demand of the workplace. Colleges and universities responded by

designing programs and diverting resources to meet the demands of the market place. A more competitive atmosphere invaded institutions of higher education. Various technical disciplines had a competitive advantage secured at, what was perceived to be, the expense of general education.

The Current Response to the Issue

The difficult question that needs to be addressed is "What are some alternate ways of looking at these issues?" The review of the general education literature reveals that the technical education curriculum is usually viewed by general studies scholars as too narrow and geared toward living "off ideas" rather than moving toward a concept of "living for ideas." Most suggestions for change are geared toward requiring more general education courses in the technical curriculum.

Conversely, technical education scholars view the general studies curriculum from a different perspective. For example, a review of the business literature suggest that more than one technical education discipline scholar is interested in integrating the general studies curriculum with business management (DeMott, 1989; Jones, 1985; Kotter, 1982). The business literature suggests that there is a growing concern that traditional business programs of study are not meeting the needs of complex business systems. Business organizations rely on managers who are able to think critically, work well with others, know and understand the relationships among people, use creativity in arriving at alternative solutions as a basis for sound decision-making (Jones 62). Business faculties are beginning to view the general studies area as a vehicle for obtaining these skills.

John P. Kotter, in an article in *The Harvard Business Review*, alludes to the failure of the business curriculum to train future managers. He criticized it for placing an overemphasis on content, simplistic situations and failure to deal with human relationships (1982).

Other management literature also reflects the qualities needed by business. A common theme in modern management literature is the need for managers who can think critically, conceptualize, communicate, and provide intellectual substance. A 1980 *Harvard Business Review* article by Hayes and Abernathy stated,

What has developed, in the business community as well as in academia, is a preoccupation with a false and shallow concept of the professional manager...if their training includes a very narrow exposure to the range of functional specialties...who will do the integration. Who will attempt to resolve complicated issues rather than try to uncomplicate them artificially? At the strategies level there are no such things as pure production problems, pure financial problems, or pure marketing problems. (74-75)

There is increasing evidence that successful business managers are produced by successful integrations of business and general education curricula (Strassburger, 1988; Short, 1985). John Strassburger, author of "Corporate Thinking and the Liberal Arts," says, "The economic crisis of the 1970's and the critiques of American Business that emerged produced...a call from America's business leaders for more liberal arts graduates in positions of responsibility." He also proposes using general studies to illustrate how the world functions. Strassburger specifically uses literature as an example of a way to familiarize students with examples of leadership, motivation, and organizational processes (24).

Innovative technical scholars have responded by trying to successfully combine technical studies with general education perspectives. One scholar who has adopted this method is Richard A. Posner whose book, *Law and Literature: A Misunderstood Relationship*, is written on the posit that enduring literature ultimately reflects enduring truths. In law and literature, this is shown through the balance between law and equity. Posner feels that in literature, authors are usually mirroring the nation's tension and dilemmas. In doing this, they are often mirroring human tensions and dilemmas of the human condition. As Irving Deer describes this process, "A literary work can thus serve as a junction for the student between himself and the world." Deer also suggest that authors "can involve the student in the world, in the various ways of seeing it which many disciplines offer..." (134).

In 1985, Edmund C. Short, Associate Professor of Education at The Pennsylvania State University, presented the changing view of scholars in his policy recommendations for strengthening the curriculum. Short claims in *The Educational Forum* that scholars have lost sight of the idea of education, and he calls for a reasonable balance between depth (specialty) and breadth (general knowledge). "The task is to design whatever is intended to upgrade general education, and to augment its value in attaining breadth and perspective, without forfeiting the value or quality of specialization." Selected elements of both can contribute to the purposes of general education for all students while other aspects should be taught only as part of a specialty (355).

Conclusion

If educators are interested in providing an integrated approach to technical areas of education, they cannot wait to begin in graduate schools. Integrated curriculum must start in the first two years of higher education. For those students pursuing technical/associate degrees who have no desire to continue their education, it may be the only opportunity to integrate the curriculum in ways that foster critical thinking, problem solving, creativity, and decision-making.

Joan D. Gailey
Assistant Professor, Business Technology
Kent State University, East Liverpool Campus
East Liverpool, Ohio 43920

Using a Survey Approach to Teaching Technical Report Writing

Viola Newton

Not many of the students who attend Columbus State Community College elect to enroll in the Technical Writing course offered by the Communication Skills Department. Often they do not enroll in the course on a need-to-know basis. Central to the students' attitude about technical writing is that they are not, at the onset, always able to determine what relevance technical report writing has to their academic goals. Explicitly or implicitly, our students assess the purpose of having to acquire technical writing skills by developing poignant contrasts to the skills they learn in their other courses. Many of them find it necessary to ask a typical question such as, "Why do we have to learn this?"

The students entering the technical writing course need to know that technical writing and technical writing alone is designed to help students improve their understanding of, and skill in, the forms of communication most important to their growth and to their success on the job. Likewise, that technical writing helps them to become effective communicators in any type of work organizations; furthermore, the principles, techniques, and learning experiences presented in the technical writing course provide permanent basic tools they carry with them from job to job and from place to place.

My purpose when teaching technical reports is not to make or to produce future technical report writers, but rather to make effective communicators. When I teach this course, I follow a survey approach designed to accommodate the students who come to my class with previously conceived attitudes about technical writing. They are introduced to objectives so practical that they find it almost obligating to follow this approach in order to make all the decisions necessary to produce a sensible and useful document.

I write the objectives to fit the needs of every student in every learning situation prescribed in the syllabus. The objectives are always outlined in a diagnostic survey and clearly stated in behavioral terms.

An example of the objectives in a diagnostic survey is as follows:

- You will survey your attitude about this unit in general.
- You will share the responses on your survey sheet with other members of the class and collaborate to find similar likes and dislikes.
- You will list your own objectives and goals for this unit of instruction.
- You will recite these objectives and goals for the class.

In a diagnostic survey, students explore their perceptions, and they begin to shift their focus to make the learning situation effective for them. This diagnostic survey is the first step in using a functional approach to build an understanding between teacher and students and among students themselves. The survey also helps students to determine what kind of behavior they will exhibit in the learning situation.

Each unit for the course also reflects objectives for the student's individual growth and expression. It is designed to allow the students to become actively involved in formulating, presenting, analyzing and grading the work outlined in the unit. Using this survey approach to writing technical reports helps students to utilize their own experiences with absolute equality to the examples or models outlined in their textbook. Thus, the purpose for learning technical report writing comes clearly into focus for the student enrolled in the course at Columbus State Community College.

The emphasis throughout this course is first on the process and then on the products of writing. Since students come from many different backgrounds and have varying levels of preparation, it is necessary to orient them to the process of inventing, developing, and organizing their materials in a recursive manner. Many of the students have been exposed to some kind of report writing which they believe is technical writing, so they must be allowed the opportunity to incorporate into their work what they already know. In fact, all of the students have a vast amount of experience with technical writing but are largely unaware of it. A functional approach which engages the survey charges them with the responsibility to provide their own models and guidelines for planning, drafting, and revising a document. When students draw upon their own experiences and use this approach, they learn that technical report writing is increasingly essential to their lives.

More often than not, students with technical majors prefer to take courses

that do not emphasize writing. So it is right to assume that each student has individual problems with writing; therefore, from the first day of class, we clear away all inhibitions about writing by placing technical writing in a practical setting. In using a diagnostic survey, we relate technical writing to much of what we read every day—textbooks, the owner's manual for our cars, VCR's, exercise equipment, microwaves and other appliances. We sometimes use the material in a cookbook, a manual, or in charts, handouts, pamphlets, or official guides to show effectively how technical writing applies to our lives.

Students are made to understand, from the very first day of class, that the words and graphic aids we use in technical writing are meant to be practical, and that they are to communicate a body of factual material to help an audience understand a subject or carry out a task.

Through a process of inventing—using their own ideas and formulating their own methods and collaborating to further enhance their understanding, the students are able to develop a flexible, innovative and creative approach to producing effective technical reports. And from using a survey approach, they gain a means for breaking down the barriers they build around understanding and writing technical reports and other technical documents, or enrolling in a technical writing class. I believe that this survey approach is by far the most effective approach for getting students to understand technical writing. It helps to achieve a comfortable balance between preplanning and spontaneity; this being perhaps reminiscent of the many kinds of documents that constitute Technical Writing itself.

Since the students have a background of facts and ideas to transmit or clarify for the instructor, they can easily comment on the readings in the text, explicate examples, analyze concepts, draw comparisons, outline methods, or engage in other kinds of "plotted" strategies. In this way, they participate continuously, especially if they are allowed to provide commentaries or further examples, explore the readings, or test out methods. To take a simple example, students in my class carry on discussions of any type of report outlined in the textbook only if a survey is completed and the influence of purpose, use, and audience clearly identified. Almost immediately, they turn to the task of investigating the various organizational patterns available to them. With the survey as a guide, they formulate the criteria they expect a report to meet, they identify the main areas they have to include and gather the information so that it is at hand, they search for alternative patterns of organization, and they predict how well each may meet the established criteria, so that they can select the best alternative.

Not only do they learn to develop the attitude of looking for alternative ways of structuring their reports, letters, or memos, they also adapt the attitude that there is no one way to do so. Their task is always to find the "best" way—the most functional way of presenting the materials.

Many students in my class discover at the end of the quarter that a technical writing course at Columbus State Community College offers new ways to view aspects of the world in which they live. As we conduct ourselves through this learning experience, I find my own understandings expanding and deepening. The students and I enjoy the survey approach we use in writing technical reports—in effect, what we gain is a permanent learning experience.

Viola M. Newton
Assistant Professor, Communication Skills
Columbus State Community College
Columbus, Ohio 43215

Cooperative Education: The Other College Work-Study Program

Charles Rubin, Jr.

As student financial aid administrators seek to expand student educational financing sources in order to promote increased access to higher education and improved student retention, the institution's cooperative education program can and should be viewed from both an academic and educational financing perspective. For two-year community colleges, particularly those urban institutions that provide technical career programs, the advantages of an expanded and effective cooperative education program can be significant for both the institution and its students.

As an academic program, cooperative education serves to supplement and integrate the student's academic training with related on-the-job work experiences for which the student receives academic credit. In this regard, cooperative education contributes to improved academic preparation and the development of work habits and attitudes that will make the student a more desirable and experienced employee. In addition, cooperative education provides the institution with the opportunity and challenge to articulate meaningfully with the private and public employment sectors, thereby enhancing the public image of the institution, its students, and its educational programs.

In addition to student learning and institutional promotion, cooperative education is a source of student financial assistance, since students are paid for the work they do. Depending on the job and the student's skills, the cooperative education hourly wage rate can be significantly more than the institution may be able to pay a student participating in the federal campus based college work-study program. Moreover, the cooperative education student is not required to demonstrate financial need. Thus, the cooperative education program can be a source of student financial assistance for students whose personal or family income makes them ineligible for the federal grant, loan and campus based student financial aid programs.

In seeking to strengthen or develop a cooperative education program with a view towards expanding self-help student financial assistance opportunities, effective integration of the following three components is required: Campus cooperative education advising, student monitoring, and job placement services.

- Job Development activities that identify cooperative education job opportunities, as well as inform, persuade and remind the public and private employment sectors about the institution and the quality of its educational programs and students.
- A Computerized job placement system having the capability to efficiently match students with specific jobs, generate referral letters and provide periodic management reports.

In summary, student income generated through participation in the institution's cooperative education program can provide a significant self-help

component of the student's financial aid package. The advantages of viewing the cooperative education program as a source of student financial assistance are:

- Providing self-help student financial assistance through cooperative education employment is limited only by the institution's ability to find the jobs and match the students with them. To the extent that this can be done, needy students who are not eligible for federal financial aid funds can be assisted, motivated and retained.
- The cooperative education hourly wage rate may often exceed that which the institution can pay from its federal college work-study funds.
- Federal college work-study funds could be allocated to more of the most needy students.
- Students are not required to demonstrate financial need for cooperative education employment.

Charles Rubin, Jr.
District Director
Student Financial Aid & Career Service
Cuyahoga Community College
Cleveland, Ohio 44115

PLUS ONE

The Challenge of Leadership in Allied Health for the Twenty-First Century

Frederick G. Adams

The following essay was written by Fredrick G. Adams, DDS, MPH, Commissioner of Health Services, Connecticut Department of Health Services, and was presented at the American Society of Allied Health Professions' 1989 Winter Deans Conference. Because of its relevancy to all of us, the Journal requested to reprint it with permission granted by the Journal of Allied Health, 808 South Wood Street, Box 6998, Chicago, Illinois.

What an opportunity for me to address the American Society of Allied Health Professions (ASAHP) on the general topic of a challenge of leadership in allied health for the twenty-first century, the new millenium! I know that leadership is a national component of ASAHP in looking at our goals and objectives for the next decade. I would quickly add that leadership is an elusive concept, perhaps, but I would hope to demonstrate that leadership begins with carefully articulated and considered values and principles. If the membership of ASAHP is well-positioned to play an important leadership role in the national, state, and local health communities, as I believe they are and must be, they have to start at the beginning—with adherence to values that they are uniquely qualified to advance.

A year and five months ago, Americans from across this great country paused to celebrate two hundred years of constitutional government; two hundred years of seeking very special ways to form a more perfect union; two hundred years of seeking to establish justice and to promote the general welfare. Isn't that a marvelous beginning to reflect on the challenge of leadership in allied health for the oncoming twenty-first century, the challenge of the new millenium?

The population of the United States will get grayer and less white and may stop growing within 50 years, a census bureau study projects. Experts think this changing face of the United States will have wide-ranging effects on virtually all aspects of life: education, health care, the job market—even funeral industry stocks.

The study—which projects the nation's population by age, sex, and race from 1988 to the year 2080—paints a statistical picture of an aging America that will have fewer young people, but more than one million people older than 100, and nearly three times that number who are 95 to 99 years old by 2080.

Americans under 35, who now make up 55% of the population, will drop to 41% by the year 2030. "You're going to have a geritocracy," a society "ruled by old people," believes Jonathan Robbin, founder of Claritas Corp, an Alexandria, Virginia company that analyzes census and other demographic statistics.

The census bureau says the average American's life expectancy will increase six years by the year 2080 from the current 75, an estimate called conservative by Carl Haub of the Population Reference Bureau. Haub and others who study shifts in population have said that this increased life expectancy could result in changes in retirement-age rules, strains on the nation's health care system that would create a need for more hospital and nursing home beds, and a shift in careers for many people. "Where we once needed to train teachers, it's going to be more appropriate to train people in geriatric and long-term care," Haub said.

The bureau projects that the total US population will rise from the current 246 million to 302 million in 2038, but then begin a slow decline to 292 million in 2080. As the population ages, deaths will increase, outstripping births in every year after 2030, the report said. By that year, there will be one million more deaths a year than today, making the funeral business "a growth industry," claims Haub.

At the same time, the total birth rate will drop sharply in the 1990s, falling from 3.7 million a year in 1990, to 3.4 million in 2005, and 3 million a year in 2080. This "baby bust" will create a shortage of young people that will be felt in the labor force, experts agree. "It's going to be a great strain on business as far as entry-level positions are concerned," said Judith Waldrop, senior editor of *American Demographics Magazine*.

The number of elderly Americans will grow from 30 million today, to 39 million by 2010, and 66 million by 2030. By then, their share of the population will approach 22%, up from 12% today.

The future will also bring dramatic changes in the country's racial and ethnic mix, in part because of a dramatically lower birth rate among whites, the report says. By 2080, Haub said, white non-Hispanic Americans, the so-called "original settlers," will be on the verge of losing their majority to today's three major minority groups—Blacks, Asians, and Hispanics."

As I travel about this great land of ours, I find most of our communities in transition. A new generation of leaders and institutions is coming into place—in politics, business, philanthropy, government, neighborhood organizations, and

most importantly, in education. The environment in which our schools of allied health professions operate is being transformed. Not only are resources, expectations, and opportunities in transition, but so are community values in a macro sense. Once again as in the past, James Joseph, the president of the Council on Foundations, reminds us that during times of rapid change there is revival of interest in ethics and morals. Zealots emerge claiming one truth and one theology. As people search for something to hang on to, they tend to respond to those who offer absolutes rather than those who point to ambiguities.

In his book, *The Company of Strangers*, Parker Palmer argues that the foundation of a community is not the intimacy of friends, but the capacity of strangers to share a common territory, common resources, common problems without, in many case, ever becoming friends. Think about this my friends, the leaders, the deans, the CEOs of the allied health professions.

For a time, we thought the purpose of building and seeking to sustain community, was to make friends of strangers, but Palmer challenges us to think of the community of the future as a dynamic process in which strangers meet, discover their commonality, deal with their conflicts, and celebrate their unity while still remaining strangers. Does that sound familiar to you as you reflect upon what has been, what is, and what is projected to be and perhaps related to Ed McTernan's and Norm Farber's coined phrase—"allied health is the sleeping giant of the American health care system"?

No one really knows how many allied health professionals are in practice: "guesstimates" have ranged from 800,000 up to five million. We romanticize the good old days when frontier neighbors came together to build one another's barns, neighbors such as Daryl Mace, Joseph Hamburg, Warren Perry, Harley Flack, Robert Atwell, Ed McTernan, Julian Castillo, Mitchell Spellman, Harry Douglas, and Cathy Green. Yes, this is the barn that is now known as the American Society of Allied Health Professions. We lament the decline of this sense of neighborliness and solidarity, but public life now and in the future is destined to be, a life among strangers, strangers with whom we are interdependent whether we like it or not.

So, my first point is that contributing to the process of forming a more perfect union will require formidable leadership. The challenge to those empowered with leadership in the professions of allied health as we move toward the twenty-first century is to affirm and actively seek to develop a new pluralism: not a hierarchical pluralism that seeks total assimilation and leads to a closing of the allied health mind, but an egalitarian pluralism in which sameness and difference are held together in a creative tension that enriches, rather than divides, the allied health community.

Forming a more perfect union in the midst of the realities of the health status of blacks, other minorities, and the poor remains unconscionably low when contrasted with that of white Americans. This disparity is not new but is an historical trend that can be seen across all categories of the leading causes of death and disease. In August 1985, the Report of the Secretary's Task Force on Black and Minority Health noted that minorities experienced approximately 60,000 "excess deaths" annually. Margaret Heckler, who was then the secretary of the US Department of Health and Human Services, emphasized that such a disparity is "an affront both to our ideals and to the ongoing genius of American medicine." The six major contributors to the disparity between black and white death rates are cancer, cardiovascular disease and stroke, diabetes, chemical dependency, homicide and accidents, and infant mortality. Since the 1985 report,

Blacks and Latinos, in particular, also have evidenced a disproportionately high rate of acquired immunodeficiency syndrome-related deaths.

Congressman Louis Stokes recently reported that the health care system in America is by and large two-tiered: the affluent, who occupy one tier, receive adequate health care, and the poor, who occupy the other, do not. At a time when our nation is making remarkable breakthroughs in medical care, this state of affairs is inexcusable. It is not difficult to postulate what Dr. Martin Luther King, Jr. would have to say about this serious disparity; and Jesse Jackson's words serve as inspiration when he says that, "It's about the politics of exclusion, not inclusion."

Poverty and powerlessness create circumstances in people's lives that predispose them to the highest indexes of social dysfunction, the highest indexes of morbidity and mortality, the lowest access to primary care, and little or no remains the antecedent risk factor of preventable disease. Dr. King said, "When people came to see that in spite of progress their conditions were still insufferable, when they looked out and saw more poverty . . . despair began to set in. Unfortunately, when hope diminished, the hate is often turned most bitterly toward those who originally built up the hope."

Powerlessness is a structural problem that is embedded in and reinforced by the fabric of our social institutions. Community empowerment and self-reliance are valuable strategies that need to be promoted on a large scale for poor communities. Jesse Jackson speaks of the American society as a quilt with many different patches, many cultures, and perspectives. Yet, we find most Black Americans, Latinos, and other economically disadvantaged groups immersed in poverty and in the quagmire of premature death and disability. Thus, America's quilt is tattered, if complete.

Just reflect with me for a moment on my aforementioned remarks; clearly leadership comes into focus as we head toward the twenty-first century. In reading *Allied Health Education: An Overview* by Edmund J. McTernan and Norman E. Farber, I was intrigued with the following: "As the allied health professions prepare for the 1990s, and the twenty-first century looms on the horizon, these are some of the major challenges that must be faced:

- 1) The aging of the population. Gerontologists tell us that the portion of the American population that is over 65 years of age is increasing at a far greater rate than the under-65 cohort, and that the "old-old" (85 and over) are increasing at the fastest rate of all.
- 2) The "slow viruses," especially the HIV virus (AIDS).
- 3) Competition for recruits. There will be difficulties in attracting new aspirants to the allied health fields in the face of competition from other occupations viewed as more prestigious, more remunerative, and less demanding.
- 4) Financing. For the patient-care facility, obtaining funds to meet the increasing salary demands, which the future "sellers market" in allied health will create, will be one of the major problems.

I would highly endorse and salute Ed and Norm for raising all of the above in priority-significant order. I would quickly add, however, that dollars make poor social cement. They can only create the conditions that may bring a community together; they do not themselves constitute an effective bond. A relationship may be instituted by cash, but it is in the coming together around a need, which is truly a community need, that an enduring connection is likely to be made. It may be the need of some group within the community, rather than

the whole community, but a sense of community develops when the association and the transaction bring together significant portions of the community in a way that creates community-wide ownership of that need. Therefore, I would challenge all of us in the American Society of Allied Health Professions to understand that our challenge is far greater than the four just mentioned. To reiterate, that challenge is to move society to affirm and actively seek to develop a new pluralism; not a hierarchical pluralism that seeks total assimilation and leads to a closing of the allied health mind, but an egalitarian pluralism in which sameness and difference are held together in a creative tension that enriches rather than divides our allied health community. We must strive to overcome a micro approach to health needs, some of which I have reflected upon in my remarks. Not to do so would cause us to concentrate our professional priorities solely on the unique needs of our chosen professions and miss the macro challenge of leadership to address issues that are far greater than our individual professions, organizations, and associations. This is essential if we are to become involved in a meaningful leadership role that actualizes group integrity and yields equal partnership status within the health industry, both of which are necessary to cope and lead. There is indeed a higher challenge for all of us to strive for in allied health as we prepare ourselves for the twenty-first century. If we do not meet this challenge, we will miss the most important element that is a common denominator for all of us—caring for human beings.

Frederick G. Adams
Commissioner
Department of Health Services
Hartford, Connecticut 06106

PRACTICUM

Two-year colleges must provide sound orientation programs for their incoming students. By the year, this task has become more important, more demanding, and more difficult because of greater requirements, less money, and for some, greater enrollments. Elizabeth Ann Lariviere and Darius Rastomji share with us a few tips on how to overcome the obstacles and successfully construct a viable freshman orientation course.

Designing a Freshman Orientation Course

Elizabeth Ann Lariviere
Darius Rastomji

Introduction

The transition between high school and college can often be very confusing, frustrating, and overwhelming for the new student in college. It is at this initial stage that the student needs a course specifically designed to answer endless questions pertaining to academic policy, career goals, scheduling, course requirements, etc., which often seem irrelevant or inconsequential to people familiar with the academic world.

The more students know about the college environment, the less likely they are to feel overwhelmed and frustrated. Teachers who clearly define the goals, benefits, experiences, policies, and purpose of education help students make their educational experience more meaningful and satisfying.

According to Brown and Fidler (1981), research has shown that a student orientation class can help reduce the attrition rate of freshmen (freshmen make the decision to stay in college or drop out within the first six weeks of their first semester).

Gordon and Grites (1984) state:

Students need more initial contact and guidance if they are to survive. A freshmen seminar course is an effective method of providing this structure and support.

Furthermore Nieves (1978) suggests that the course in orientation can help minority students develop self-control, which will help increase their academic success. The course is also beneficial to the college for recruiting and promoting public relations.

Course Content

The course should cover a broad range of areas including the acquisition of skills, techniques, information, strategies, policies, and procedures that might benefit the new students making a transition from high school to college.

The following are some of the topics covered in a "University Orientation" course at the University of Akron, Akron, Ohio:

ACADEMICS

- understanding the values and implication of a college degree
- learning skills
- using the library
- taking tests
- exploring learning styles
- developing time management
- analyzing problems

PROCEDURES AND POLICIES

- registration
- grading
- student rights and responsibilities

IDENTIFYING AND UTILIZING CAMPUS RESOURCES

- library
- career counseling
- tutorial sessions
- C. B. E. sessions

PERSONAL AND SOCIAL ISSUES

- interpersonal relationships
- value clarification
- goal setting
- sexuality
- self-concept
- meeting developmental tasks

CAREER INFORMATION

- self-assessment
- interests
- abilities
- personality
- goal setting
- decision-making

Other topics may be included depending on the type of college environment and the type of incoming students. Considerations might include class size, type of instruction, availability of guest speakers, and equipment.

Course Structure Considerations

- class meetings (two or three per week depending on the number of credit hours the course is designed for)
- format of the lectures
- shared time with the students
- guest speakers
- preview and review of course material
- number of tests and method of evaluation
- number of group discussions
- project development
- special assignments
- visitations to places of interest on campus (i.e., placement office and career planning)

Course Objectives

The following are suggestions for designing the course content for first-time instructors teaching a course in freshman orientation.

According to Gordon and Grites (1984), instructors need to understand and explain to the students:

- maturational changes
- role of the student
- reasons for being in college
- personal/work value ethics
- academic procedures and policies
- study and time management skills
- career placement opportunities
- college procedures, resources, and services

Resources

- training workshops
- special conferences (such as the one held at the University of South Carolina and the "Be Here Now" conferences sponsored by College Survival, Inc.)
- videotape presentations
- reference books
- support material from College Survival, Inc.
- development committees - to handle support material
- meetings to share ideas and experiences between faculty

Guest Speakers

In designing the course, teachers should develop a list of all the possible guest speakers (on or off campus) who would be willing to talk on various college issues that relate to the course content. Professionals are more apt to discuss their particular topics and bring a variety of experience and knowledge into the classroom (and students enjoy "listening" to someone else for a change!). Any handouts given by the guest speaker can be categorized and kept in a separate notebook as resource material for further reference.

Videos

Before the class begins, teachers should develop a list of all the possible videos on the suggested topics available on or off campus. Some videos the University of Akron used dealt with the following areas:

- analyzing student performance
- improving relationships
- using time productively
- taking responsibility
- acknowledging problems and dealing with them
- learning motivation techniques
- handling stress, worry, and tension
- accepting your sexuality
- assertive training
- learning how to relax
- improving comprehension
- improving study skills
- exploring intimacy and the nature of relationships
- facing sexual harassment on campus
- controlling test anxiety
- improving your social skills

Field Trips

Faculty should encourage visits to different offices on and off campus:

- the college and local libraries (how to obtain information?)
- career planning and placement office
- office of student development
- testing and counseling center
- computer-based education center
- international programs office
- tutorial service center

Course Grading

At the University of Akron the freshmen course is a two credit hour course. Students receive what is defined as "Institutional Credit." This credit counts towards credit hour load during the term of enrollment but does not count towards credits completed for graduation. Teachers may stress to the students that even though the credits do not count towards graduation credit requirements, the class is beneficial to the overall success of the students during their college career.

Summary

In conclusion, the freshmen orientation classes have proven to be very beneficial for the freshmen students at the University of Akron and at other educational institutions. Some of the benefits derived from this course can be summarized as follows:

- study skills learned help improve grades
- academic, career, and life goals become more meaningful and focused
- good study habits and motivational techniques help reduce anxiety levels
- interpersonal relationships and group discussions help to improve communication skills and self-confidence

- awareness of academic policies and procedures, career placement, and course offerings help to guide students in a more rational manner
- students make new friends through group discussions and learn to enjoy school more

That many of today's students are of different ages and come from varied backgrounds makes it difficult for faculty and counselors to guide, direct, and understand the students' needs. Many students are not academically well-prepared and, therefore, need the initial contact and guidance from this course to help them through their first semester on campus.

The importance of freshmen orientation courses should not be underestimated. There is a real urgency for our two-year college administrators to look at this course as one viable means to help in the retention of students. The orientation course also helps make contact at a level where the student benefits from that "significant other"—the faculty member, guidance counselor, and each administrator who plays a vital role in shaping the student's life.

Elizabeth Ann Lariviere
Assistant Professor
Office Administration
University of Akron
Akron, Ohio 44325

Darius Rastomji
Associate Professor
Computer Programming
University of Akron
Akron, Ohio 44325

FORUM

Issue: Should Two-Year Colleges Force Educators to Publish Scholarly Work?

Publishing relevant books, studies, and articles has long been a requirement of four-year colleges and universities. But for the two-year colleges this requirement has been seriously questioned. Is not the mission of two-year instructors to teach? Yet, should the two-year college faculties leave research up to the four-year educators, especially two-year college concerns? Thomas Preisser, Sinclair Community College, and Barbara Thompson, Columbus State Community College, discuss with us the required publishing issue.

The Importance of Scholarly Publication to Two-Year College Educators

Thomas Preisser

The question, "Should Two-Year Colleges Force Educators to Publish Scholarly Work?", is absurd on the face of it. Most of us can recite several awful stories on the "publish or perish" theme, cautionary tales we tell each other to

keep from heading down that path. We frequently remind ourselves that teaching, not research and publication, constitutes the core of our work. Yet scholarly publication has a vital role to play in two-year college education, as a recent AACJC Policy Statement on scholarship suggests (the statement appears in *The Community, Technical, and Junior College Times*, May 23, 1989, p. 6).

While scholarly publication must never be required of two-year college educators, we should both strongly encourage and reward it. One of the reasons for encouragement and reward becomes obvious as we reflect on the state of two-year college education in Ohio today. We constitute a seasoned (some would say graying) corps of educators. Given the reality of teaching the same courses at the same colleges year after year, how do we retain our vitality? Scholarship, which can include publication, clearly provides one answer. Sustained work within our disciplines, which will often result in publication, increases our understanding of and involvement in the areas in which we teach. Scholarly activity in our schools is characterized by its extraordinary range; just as the chemistry instructor pursues scholarship to remain conversant with recent developments in her field, the automotive technology professor designs a module to teach the theory of internal combustion engines more effectively. In both cases the faculty member avoids stagnation and continues to grow as a professional.

Scholarly publication can also make one a more effective classroom teacher. While it is unlikely that those of us in two-year colleges will publish any major articles or monographs in our fields, the act of publication can be of vital significance in our work. Publication means that we submit our findings to our colleagues for their reaction. It requires that we remain current on recent developments in our disciplines and that we communicate our conclusions in lucid and well-organized prose, statistics, and equations. This sort of activity affects our classroom work powerfully, enriching our lectures and discussions and keeping our students abreast of their evolving fields.

Scholarly publication also assists us in initiating and maintaining contact with our colleagues in other two-year colleges. In the course of our own research we discover how others have approached similar questions. Publication often leads to an exchange of ideas, the creation of state and regional networks within our teaching areas, and the formation of friendships that can sustain and enrich one's work over a lifetime.

Forced scholarly publication? Of course not. Encouraging and rewarding publication? Emphatically yes - for its impact on the individual, the students, and the college.

Thomas Preisser
Professor and Chairman
Department of Humanities, Government and Foreign Languages
Sinclair Community College
Dayton, Ohio 45402

*The Editorial Board of the OATYC Journal is soliciting written responses (three or four paragraphs) to the question **Can the Two-Year Colleges Continue to Underpay Part-time Instructors?** The response should address one of the many possible perspectives. Here is your chance to participate, and the Board encourages you to do so. As determined by the Board, the best responses will be published in the spring edition's "Forum" section, **deadline: March 16, 1990.***

Force? No!

Barbara P. Thompson

Two-year colleges should certainly *encourage* their faculty to publish scholarly work. But *force* them?

A distinction needs to be made between just research and quality research.

Mandatory publication is just research; it is produced under duress and its primary goal is misdirected; it becomes a matter of job survival rather than scholarship. Many two-year faculty are not afforded the needed time whether it be due to status, shortage of staffing or funding, or some other impediment. Therefore, mandatory research is often conducted under the most difficult of situations—an additional task to juggle against a full course load. The time is then, out of necessity, subtracted from instructional and institutional obligations.

Therein lies the greatest objection to mandatory publication. A study published by the Ohio Board of Regents in 1987 reports the average number of contact hours for instructors in Ohio public community college is between 15 and 16. This translates into a courseload of four or five per quarter or semester. Add to that the time spent on lesson plans, grading, and consulting with students; for most instructors, this can be an additional 20 hours per week. Then add to that the other responsibilities expected of faculty—committee work, curriculum updating and revision, attendance at conferences and workshops—and the conclusion is obvious: Not much time is left to produce quality research.

Educators who are encouraged and *supported* in their efforts to do research produce *quality* research. Ideally, a sabbatical or some form of release time is granted to accommodate the time spent in research; otherwise the institution diminishes the importance of research and relegates it to a list of "things to do." Scholarly work should be approached with enthusiasm and a keen desire to share one's findings with colleagues.

Finally, let us not forget the most significant mission of the two-year college: to serve the community primarily as a *teaching* institution—that is where our strength lies and where it should be nurtured. Ideally, faculty are hired for their teaching skills; an impressive list of publications on a resume is no indication that someone is able to function effectively in a classroom.

Encouraging faculty to publish scholarly work should be administration's aim. When one is motivated to publish because the college considers his or her work significant, when administration grants the *time* which indicates such research is important, when one is eager to share the results of his or her work with colleagues—these are the conditions that set the stage for quality research that will be a credit to the researcher and to the institution.

The real issue is not whether educators should be forced to do research but what constitutes a worthwhile product. Does the college want just research—or *quality* research?

Barbara P. Thompson
Assistant Professor
Communication Skills
Columbus State Community College
Columbus, Ohio 43215

REACTION

Reaction to "Focusing on Curriculum, Retention and Attrition, and Marketing in the Community College."

The Journal encourages letters and articles in response to its contents, policies, and OATYC activities. George M. Kreps responds to "Focusing on Curriculum, Retention and Attrition, and Marketing in the Community College" (Spring Journal 1989).

George M. Kreps

Rastomji and Laviviere in their excellent article on "Focusing on Curriculum, Retention and Attrition, and Marketing in the Community College" call attention to two crucial aspects of the challenges facing two-year and community colleges. The first crucial aspect is the need to help students develop the necessary skills that will enable them to perform effectively in the growing world-class work force. The second crucial aspect is to adapt our curriculum, retention and marketing activities to the changing community college student population.

Their article deserves careful study in order to gain the maximum benefit from their extensive inventory of nineteen curriculum issues, twenty one factors on student retention and attrition and twenty two marketing strategies.

I suggest that the reader review these issues, factors and strategies one by one so as to increase one's awareness of their importance to community colleges of the need to improve their curriculum and their services to students as the colleges move into last decade of this century. Harold Hodgkinson's demographic analysis indicate there are significant changes in the composition of student population in the next decade. The students will be older, seeking retraining, more single parents, and more minorities, i.e. Blacks, Chicanos and immigrants.

Their comprehensive treatment of three clusters of factors and issues calls attention to the interrelatedness of curriculum, retention and marketing. This is crucial, in my opinion, to insure that our institutional goals and objectives will be operationalized effectively. My experience in enrollment management activities supports the authors' presentation of these three clusters as being interdependent and important to assist community colleges to review their goals and objectives.

To return to Rastomji and Laviveres' concluding statement, "Many institutions might find that technology and equipment alone are not complete answers to curriculum, retention and marketing issues." Their presentation reminds us of the need to consider these factors seriously as important in bringing about change in our institutions to meet the changing needs of the both the work place and the students we serve.

George M. Kreps
Social Sciences
The Ohio State University,
Agricultural Technical Institute
Wooster, Ohio 44691



Remember
1989 OATYC Fall Conference
THEME: "Access to Success:
The Challenge to Two-Year Colleges"

The 1989 Fall Conference of the Ohio Association of Two-Year Colleges will take place November 3 and 4, 1989, at the Pickett Suite Hotel and Columbus State Community College in Columbus, Ohio.

In Ohio we are well aware of the changes occurring in the economy and the consequent impact on access to higher education. How can we, as college educators, continue to provide access to higher education which leads to meaningful employment opportunities in spite of these changes?

Frequently our students are older and have more and varied roles to fulfill than our students of the past. How can we assure continued access and quality in all of our programs and services? What are the students' needs for continued access? How can our institutions adopt to serve their needs?

Some of the areas addressed at the conference include:

- Developmental Education
- Cultural Literacy
- Articulation
- Minority access
- Financial aid, impact on access
- Humanities
- Employment opportunities

Join Us!

OATYC Journal Campus Solicitors

Agricultural Technical Institute, Ms. Linda Houston

Belmont Technical College, Dr. Rusty Stevens
Bowling Green State University, Firelands Branch, Mr. Ronald Willard

Central Ohio Technical College, Mr. Scott Wilson
Cincinnati Technical College, Mr. David C. Ballinger
Clark State Community College, Dr. Mary K. Linde
Clermont College, Ms. Karen Williams
Columbus State Community College, Dr. Rita Bova
Cuyahoga Community College East, Mr. Thomas Morris
Cuyahoga Community College Metro, Mr. Stanley Klosek
Cuyahoga Community College West, Dr. Arthur Polen

Edison State Community College, Mrs. Mary Harris

Hocking Technical College, Mrs. Elaine Dabelko

Jefferson Technical College, Mrs. Carolyn Leech

Kent State University, Ashtabula Campus, Dr. Jack E. Smith
Kent State University, East Liverpool Campus, Mr. Carl Yoke
Kent State University, Geauga Campus, Dr. James Jones
Kent State University, Salem Campus, Dr. James Cooney
Kent State University, Stark County Campus, Ms. Patricia Murphy
Kent State University, Tuscarawus Campus, Mrs. Agnes K. Swigart
Kent State University, Trumbull Campus, Ms. Janet Crawford

Lakeland Community College, Ms. Sally Carr
Lima Technical College, Mr. Alan Lange
Lorain County Community College, Ms. Marilyn Valentino

Marion Technical College, Ms. Betty M. Dietsch
Michael J. Owens Technical College, Dr. Charles Ballard
Muskingum Area Technical College, Mrs. Catherine Cummings

North Central Technical College, Dr. Bruce Sliney
Northwest Technical College, Dr. James Nagel

Ohio State University, Newark Campus, Dr. Robert Klingensmith
Ohio University, Belmont Campus, Dr. Thomas Flynn
Ohio University, Chillicothe Campus, Mr. J. Steven Phillips

Raymond Walters General and Technical College, Dr. James E. Cebula
Rio Grande Community College, Dr. Raymond Boggs

Sinclair Community College, Dr. Benjamin McKeever
Southern State Community College, Mr. Kenneth Store
Stark Technical College, Ms. Thelma Gall

Terra Technical College, Mr. Kenneth Hahn
Toledo Community and Technical College, Dr. Robert Somogyi

University of Akron Community and Technical College, Ms. Anna P. Barnum
University of Cincinnati General and Technical College, Dr. Patrick Kumpf

Washington Technical College, Mr. Joe Testerman
Wayne General and Technical College, Mr. Robert McElwee

Youngstown State College of Applied Science and Technology,
Dr. Violet Boggess

The Jerry McClain Co., Inc.

Custom homes, Northern Products log homes, residential remodeling, light commercial construction and residential and commercial condominiums.

Design - Quality - Service



596 Newark-Granville Road
Granville, Ohio 43023

Phone
(614) 587-3700

Sharon Valley Apartments

"Designed with the student in mind"

Sharon Valley Apartments are located adjacent to the campus of The Ohio State University, Newark and the Central Ohio Technical College.

Phone
(614) 587-3700

OATYC Officers: 1988-89

President: Kathy Brubaker, Executive Director, Findlay Campus, Owens Technical College, Findlay, Ohio 45840 (419) 423-6827.

President-Elect: Carlene Alexander-Ibenegbu, Instructor, Social Services, Columbus State Community College, 550 East Spring Street, Columbus, OH 43216 (614) 227-2596.

Treasurer: Russell K. Davis, III, Associate Professor of Business Management Technology, University of Akron Community and Technical College, 304 East Buchtel Avenue, Akron, OH 44325 (216) 375-7391.

Secretary: Linda Houston, Associate Professor of Communication Skills, Agricultural Technical Institute, 1328 Dover Road, Wooster, OH 44691 (216) 264-3911.

Past President: John Thornton, Associate Professor of Physics, Stark Technical College, 6200 Frank Avenue N.W., Canton, OH 44720 (216) 494-6170.

Board of Directors: 1988-89

Nancy Gilson, Director of Media, Marion Technical College, 1465 Mount Vernon Avenue, Marion, OH 43302 (614) 389-4636.

Alan Lange, Associate Professor of General Studies, Lima Technical College, 4240 Campus Drive, Lima, OH 45804 (419) 222-8324.

John Porter, Associate Professor of History, Southern State Community College, 12681 U.S. Route 62, Sardinia, OH 45171 (513) 695-0307.

Marilyn Valentino, Assistant Professor, Coordinator of the Learning Support Center, Lorain County Community College, 1005 North Abbe Road, Elyria, OH 44035 (216) 365-4191.

OATYC CAMPUS LIAISON LIST - 1989-90

Agricultural Technical Institute Linda Houston (216) 264-3911	(216) 285-2219 Kent State University-Salem Ed Villeda (216) 332-0361	Richard G. McManis (614) 695-1720 Ohio University-Chillicothe J. Steven Phillips (614) 775-9580
Belmont Technical College Rusty Stevens (614) 695-9500	Kent State University-Stark Patricia Murphy (216) 499-9600	Ohio University-Ironton Eric Cunningham (614) 333-4988
Bowling Green State University-Firelands Joe O'Loughlin (419) 433-5560	Kent State University-Trounball Bill Ostrowski (216) 847-4071	Ohio University-Lancaster Joanne Wolford (614) 654-6711
Central Ohio Technical College Paul Trece (614) 366-1151	Kent State University-Tuscarawas Agnes Swigert (216) 339-3391	Owens Technical College Kathy Brubaker (419) 423-6827
Cincinnati Technical College Jim Marcotte (513) 369-1618	Lakeland Community College Carlos Tackett (216) 953-7342	Raymond Walters General Technical Barbara Tietz (513) 745-5696
Clark State Community College Katherine Kalinos (513) 325-0691	Lima Technical College Alan Lange (419) 222-TECH	Rio Grande Community College Sanford Lane (614) 245-5353
Clermont College Roger J. Barry (513) 732-5200	Lorain County Community College Lou Saurez (216) 365-4191	Southern State Community College Thomas M. Preisser (513) 226-2500
Columbus State Community College Denise Riley (614) 227-2453	Marion Technical College Nancy Gilson (614) 389-4636	Southern State Community College John Porter (513) 695-0307
Cuyahoga Community College-Career Resources Institute Arlie Dunham (216) 292-2220	Miami University-Hamilton Robert Baer (513) 863-8633	Stark Technical College Thomas Lukach (216) 494-6170
Cuyahoga Community College-Eastern Dave Humphreys (216) 292-2000	Miami University-Middletown Rob Speckert (513) 424-4444	Terra Technical College Kenneth Hahn (419) 334-8886
Cuyahoga Community College-Metro Nancy Roberts-Harrington (216) 348-4000	Muskingum Area Technical College Cherie White (614) 454-2501	University of Akron Velma Pomrenke (216) 375-7220
Cuyahoga Community College-Western Arthur D. Polen (216) 845-4000	North Central Technical College Bruce Sliney (419) 755-4800	University of Cincinnati-University College R. William Viltner (513) 475-4862
Edison State Community College Mary Harris (513) 776-8888	Northwest Technical College James Nagel (419) 267-5511	University of Toledo-Community and Technical College Judy Hanneken (419) 537-3126
Hocking Technical College Gary Boyer (614) 753-1591	Ohio State University-Lima Alan Lange (419) 222-TECH	Washington Technical College Ann Tiber (614) 374-8716
Jefferson Technical College Mary Beth Ruthem (614) 264-5591	Ohio State University-Mansfield Charles Bird (419) 755-4011	Wayne General And Technical College Robert McIlwre (216) 683-2010
Kent State University-Ashtabula Claudia Greenwood (216) 964-3322	Ohio State University-Marion Francis Hazard (614) 369-2361	Wright State University-Lake Campus Arthur Moliterno (419) 586-2363
Kent State University-East Liverpool Darwin Smith (216) 365-3605	Ohio State University-Newark Robert Klingensmith (614) 366-3321	Youngstown State University Robert Campbell (216) 742-3312
Kent State University-Geauga Larry Jones	Ohio University-Belmont	



OATYC

JOURNAL

Vol. XV

No. 2

Spring 1990

OHIO ASSOCIATION OF TWO-YEAR COLLEGES

An affiliate of the American Association of Community and Junior Colleges



OATYC

Jim Fullen, Editor
Ohio Association of Two-Year Colleges
Central Ohio Technical College
University Drive
Newark, OH 43055, (614) 366-1351

NON-PROFIT ORG.
U.S. POSTAGE
PAID
PERMIT NO. 52
NEWARK, OHIO

THIS ISSUE:

COMMENT

The Challenge of the 1990's

TEXT

FOCUS: Kent State University, Ashtabula Campus

Whips, Chairs, and Other Motivational Teaching Tools

Hazardous Materials Management Plan for Two-Year Colleges

Motivating Part-Time Faculty Performance

PLUS ONE

How to Handle Criticism

PRACTICUM

Merit Pay and Assessment of Teaching: A Procedure for Peer Evaluation in Multi-Disciplinary Units

FORUM

ISSUE: Can the Two-Year Colleges Continue to Underpay Part-Time Instructors?

Part-Time Educators: More Valuable Than Their Paychecks Indicate

Yes and No

REACTION

Reaction to "The Importance of Scholarly Publications to Two-Year College Educators" and "Force? Not!"

BEST COPY AVAILABLE



OATYC

Provides:

- Collective influence on the future direction of Ohio's two-year campus system;
- Access to classroom liability insurance protection of \$1,000,000;
- An open forum for the discussion of trends, problems, accomplishments, and challenges unique to state assisted, two-year campuses;
- A newsletter which informs members of the proceedings and activities of the OATYC and of Ohio's two-year campuses;
- The *Journal* which provides an opportunity for publication and exchange of scholarly views and concepts;
- Conference and workshops providing opportunities for professional development, visits to other two-year campuses, presentation of papers, and socialization with other two-year campus personnel;
- Affiliation with the American Association of Community and Junior Colleges and its activities throughout the nation.

Purposes:

- To provide a forum in which all state-assisted, two-year campuses can meet to discuss and resolve mutual problems;
- To foster cooperation and communication among Ohio's institutions of higher education;
- To provide the viewpoint of the state assisted, two-year campuses to the Ohio Board of Regents and to the State Legislature;
- To identify and improve the status, prestige, and welfare of all state-assisted, two-year campuses in Ohio;
- To cooperate with other Ohio agencies, colleges, and universities in research and activities that promote the effectiveness of higher education in Ohio;
- To increase the contribution of the state-assisted, two-year colleges to the total educational process in the state of Ohio.

Institutional Members

Belmont Technical College
Dr. Lewis C. Miller, Acting President
Bowling Green State University,
Portland Campus
Dr. William R. McGraw, Dean
Central Ohio Technical College
Dr. Julius S. Greenstein, President
Clark State Community College
Dr. Albert A. Salerno, President
Columbus State Community College
Dr. Harold M. Nussler, President
Community and Technical College,
University of Akron
Dr. James P. Long, Dean
Cuyahoga Community College
Dr. Nolan M. Ellison, President
Edison State Community College
Dr. Kenneth Towell, President
Hocking Technical College
Dr. John J. Light, President
Jefferson County Technical College
Dr. Edward L. Florak, President
Kent State University,
Ashtabula Campus
Dr. John R. Mahan, Dean
Kent State University, Georgia Campus
Dr. Larry D. Jones, Dean
Kent State University,
Tuscarawas Campus
Mr. Harold Shadle, Dean
Kent State University, Salem Campus
Dr. James Country, Dean

Kent State University,
Stark County Campus
Dr. William Birtle, Dean
Lakeland Community College
Dr. Ralph Doly, President
Lima Technical College
Dr. James S. Biddle, President
Lorain County Community College
Dr. Roy L. Church, President
Marion Technical College
Dr. Richard Bryson, President
Miami University, Middletown Branch
Dr. Michael J. Owens, President
Dr. Daniel H. Brown, President
Muskingum Area Technical College
Dr. Lynn Willett, President
North Central Technical College
Dr. Byron Keel, President
Northwest Technical College
Dr. James O. Miller, President
Ohio State University, Agricultural Technical
Institute
Dr. Dan D. Garrison, Director
Ohio State University,
Newark Campus
Dr. Julius S. Greenstein,
Dean and Director
Ohio University, Belmont Campus
Dr. James W. Newton, Dean
Ohio University, Chillicothe Branch
Dr. Delbert Meyer, Dean

Sinclair Community College
Dr. David H. Ponitz, President
Southern State Community College
Dr. Lewis C. Miller, President
Stark Technical College
Dr. John J. McGrath, President
Terra Technical College
Mr. Richard M. Simon, President
University of Akron, Community and
Technical College
Dr. James P. Long, Dean
University of Cincinnati, Clermont College
Dr. Roger J. Barry, Dean
University of Cincinnati,
University College
Dr. Joseph A. Sater, President
University of Toledo, Community and
Technical College
Dr. James McConal, President
Washington Technical College
Dr. Carson K. Miller, President
Wayne General & Technical College,
University of Akron
Dr. Tyrone Turning, Dean
Wright State University
Dr. Donald Carlson, Dean
Youngstown State University
Dr. Neil Humphrey, President

JOURNAL

OF THE

Ohio Association of Two-Year Colleges

(Affiliate of the American Association of Community and Junior Colleges)

VOL. XV NO. 2

Spring 1990

The *Journal of The Ohio Association of Two-Year Colleges* is published by the Association to provide the two-year colleges of Ohio with a medium for the sharing of concepts, methods and findings relevant to the two-year college classroom and to provide an open forum for problem discussion and review.

Subscription is part of the OATYC active, associate, or institutional membership. However, single copies of the *Journal* are available at \$3 each. A yearly subscription is available for \$6 to persons or organizations who do not want membership in the OATYC. Postage is prepaid on all orders within the U.S.; \$5.00 per year is added for Canada, \$1 per year for all other foreign countries. Communications regarding orders, special subscriptions, single copies, advertising, and permission to reprint are to be addressed to:

The Ohio Association of Two-Year Colleges
c/o Russell K. Davis, III
University of Akron Community and Technical College
304 East Buchtel Avenue
Akron, OH 44325

Journal Officers

Jim Fullen, Editor, Central Ohio Technical College
Linda Houston, Assistant Editor, Agricultural Technical Institute, Ohio State University

Editorial Board

Anna P. Barnum, University of Akron Community and Technical College
Marc Green, Cincinnati Technical College
Judy Hanneken, Community and Technical College, University of Toledo
David Humphreys, Cuyahoga Community College, Eastern Campus
Jack Tabor, Columbus State Community College

Readers

Gordon Brooks, Columbus State Community College
Jack Metcalf, Central Ohio Technical College
Carlos Tackett, Lakeland Community College

BEST COPY AVAILABLE

OATYC Journal, Spring 1990

Table of Contents

COMMENT

The Challenge of the 1990's

COMMENT

The Challenge of the 1990's

Jim Marcotte, Cincinnati Technical College 3

TEXT

FOCUS: Kent State University, Ashtabula Campus:

Instructional Excellence in the Classroom

Rita Locke, Kent State University, Ashtabula Campus 6

Whips, Chairs, and Other Motivational Teaching Tools

Ronald Luce, Hocking Technical College 11

Hazardous Materials Management Plan for Two-Year Colleges

Mary Linde, Clark State Community College 16

Motivating Part-Time Faculty Performance

Robert DeBard, Bowling Green State University, Firelands College 21

PLUS ONE

How to Handle Criticism

James Beaubien and Karen Caesar,

Communications Group, Edmonton, Alberta, Canada 24

PRACTICUM

Merit Pay and Assessment of Teaching: A Procedure for Peer Evaluation in

Multi-Disciplinary Units

Keith Roberts, Bowling Green University, Firelands College 27

FORUM

ISSUE: Can the Two-Year Colleges Continue to Underpay Part-Time Instructors?

Part-Time Educators: More Valuable Than Their Paychecks Indicate

Kimberly Levite, Jefferson Technical College 33

Yes and No

Joyce R. Kindle, Cincinnati Technical College 34

REACTION

Reaction to "The Importance of Scholarly Publications to

Two-Year College Educators" and "Force? No!"

William L. Henderson, The Ohio State University, Newark Campus 36



Jim Marcotte

The new decade of the 90's will present new challenges to the two-year college system in Ohio and the Ohio Association of Two-Year Colleges. We will be faced with an increasingly diverse student population: older, more racially diverse, and increasingly female. We are looking at a rapidly changing job market that is demanding new skills and advanced training at almost every level. The two-year college must meet the challenge of the 90's by responding to these changing demands. The two-year system will be expected to become the access route to career success and higher education for the "neglected majority."

As an organization, I see OATYC at the forefront of providing for this diversity. As a group through our Campus liaisons and our membership in the thirty-four two-year campuses in Ohio we can work to be sure that our mission is fulfilled at the state level.

I invite you to become a part of this exciting time for two-year colleges by participating in the fall 1990 conference Celebrating Diversity: Education for the 90's. The conference will be held October 26, 1990 at Cincinnati, Ohio. The theme will generate program sessions involving the diversity in two-year education from technical to liberal arts, the diversity of the student populations, and the diversity of the goals and outcomes for two-year college graduates. How can we maintain our common mission of quality two-year education and still keep our diversity—that is the challenge.

The conference and OATYC will only be successful if you choose to become involved in the organization. Ask your campus liaison how you too may become a part of this exciting time for two-year education.

Jim Marcotte
OATYC President-Elect
Cincinnati Technical College
Cincinnati, OH 45223

INFORMATION FOR PROSPECTIVE CONTRIBUTORS

The *Journal* encourages submission of material for any of its sections by faculty, staff, administrators and/or trustees of any of Ohio's community, general and technical, junior, regional and technical campuses. The *Journal* is particularly receptive to articles of general professional importance in the areas of administration, instruction, and baccalaureate or technical studies for two-year institutions.

There are forty-four solicitors of editorial material listed here. Contact your campus solicitor or one nearest you to inquire about submitting a specific manuscript.

Manuscripts must be typed, double-spaced and of approximately 1,000-3,000 words in length. All submissions must be accompanied by a stamped, self-addressed envelope for return. Art work must be black and white. Photos glossy; tables and drawings on 8 1/2 by 11 paper. The name and address of the contributor should be on the back of all art copy.

Editorial Policy

The *Journal* is not responsible for manuscripts or materials lost in mailing nor is it responsible for returning items not accompanied by a stamped, self-addressed envelope.

The *Journal* reserves the right to edit manuscripts to meet its needs and objectives. Where major revisions are necessary, every effort will be made to clear the changes with the author.

Submission deadline for the next *Journal* is September 14, 1990.



OATYC Application for Membership

- ☐ I am enclosing \$25 for regular membership dues for 1989-90.
☐ New Member
☐ Membership Renewal

College Address _____

Name _____

Please Print

Title/Specialty _____

Two-Year Campus _____

City _____ State _____ Zip _____

C/O Russell Davis, University of Akron Community and Technical College,
 Shank 152 B, Akron OH 44325.

Professional Liability Protection Plan for Educators



Offered to Employees of OATYC/ AACJC Member Colleges

The Educators Professional Liability Plan covers the acts or omissions of the enrollee and protects the enrollee for the acts of anyone under his or her supervision. This Plan also assists the enrollee to protect his or her job.

1. Your choice of \$500,000 or \$1,000,000 in protection. Defense costs are paid in addition to this amount. This amount is for all claims during the Plan year. If you supervise other employees and are sued by one of them, the Plan provides 90% or \$1,500, whichever is less, for defense costs (\$100 deductible to be paid by you). The maximum \$500,000 or \$1,000,000 amount still applies to damages.
2. The Plan provides protection against claims under the following provisions:
 - The occurrences take place on or after the effective date of the policy;
 - The claim, or written notification of circumstances which could reasonably give rise to a claim, is first made by or against the insured during the agreement period or within 60 days after expiration or termination of the agreement.
3. The Plan will pay up to \$50 for your initial consultation with an attorney and it will pay up to \$250 of the cost of having an attorney represent you at a formal hearing of a school board or other authority if you are threatened with termination, reassignment or demotion. You will also receive up to \$250 for legal fees, subject to a \$100 deductible, if you decide to sue.

NOTE: Members whose primary employment is with an educational organization may cover part-time educational jobs (consultant, tutor, teacher) by paying an additional \$40 for the \$500,000 benefit or \$70 for the \$1,000,000 benefit.

PROFESSIONAL LIABILITY PLAN ENROLLMENT FORM

A Special Membership Services Plan of Ohio Association of Two-Year Colleges;
 American Association of Community and Junior Colleges

Name _____
 Institution _____
 Address _____
 City _____
 State _____ ZIP _____
 Birth Date _____ Social Security No. _____
 Date _____ Signature _____

- Regular Coverage—\$500,000/\$500,000 Coverage @ \$40 per year. ☐
 Including part-time private consultants \$500,000/\$500,000 Coverage @ \$80 per year. ☐
 Regular Coverage—\$1,000,000/\$1,000,000 Coverage @ \$70 per year. ☐
 Including part-time private consultants \$1,000,000/\$1,000,000 Coverage @ \$140 per year. ☐

Coverage becomes effective the first of the month following receipt of enrollment form and payment in full mailed to office designated on the back of this form. Please do not mail this form if you are currently insured by this plan, you will automatically receive a renewal notice. Coverage extends for a full 12 months. Send your enrollment form and check payable to Forrest T. Jones and Company, Inc., P.O. Box 418131-3130 Broadway, Kansas City, MO 64141-9131.

TEXT

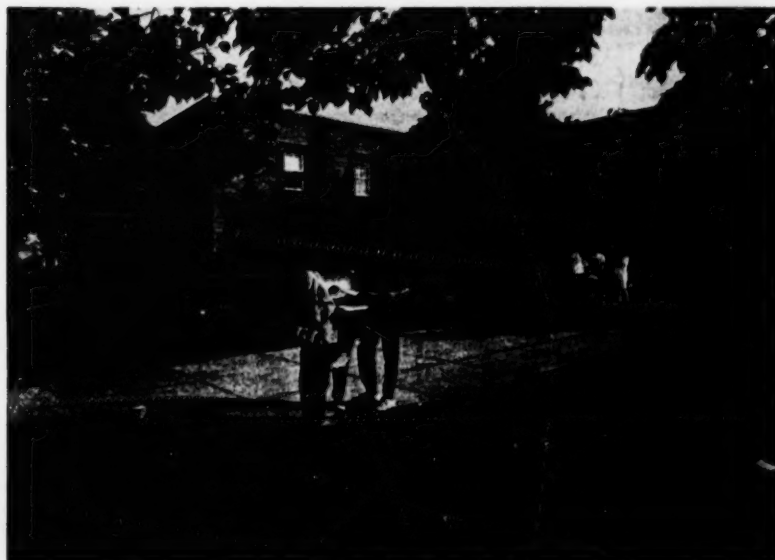
Focus: Kent State University, Ashtabula Campus—Instructional Excellence in the Classroom

Within each edition of the Journal we, the membership, visit a two-year college in Ohio. This spring we tour Kent State University's Ashtabula Campus under the direction of Rita Locke, Public Relations Coordinator. Kent Ashtabula offers a variety of education options for students 17 to 70 years old.

Rita Locke

To the citizens of Ashtabula, Kent State University-Ashtabula Campus (KSUAC) is more than a university. It is a symbol of progress, growth, and development—intellectual, cultural, and economic—for Ashtabula County. It is perceived by the community as a center for education, a forum for community concerns, a setting for social involvement, and a resource for human development.

Dan Huffman, President, Ashtabula Chamber of Commerce, states, "I can't imagine this community without Kent Ashtabula. The facilities and staff are catalysts for Ashtabula: they make things happen." Joe Moroski, Personnel Director, Premix, Inc. (largest industrial employer in Ashtabula County), claims, "Ashtabula County is fortunate to have Kent Ashtabula as a community resource, to improve not only the educational level of its citizens, but also the quality of life." Bob Niemi, Assistant Vice President, BANK ONE, Cleveland,



Main Hall

NA, states, "One of the best things Kent Ashtabula has done for the community is to give it a well-rounded perspective. The area's identification with a college draws the attention of outside sources to relocate in Ashtabula . . . The Campus is a tremendous 'citizen': it provides programs and seminars for the good of the community."

Kent Ashtabula, one of seven regional campuses of the Kent State University system, overlooks Lake Erie on Route 531 just one mile west of the Ashtabula city limits. This site, however, was not the original location of the campus. In 1958, when the Ashtabula Area Chamber of Commerce and the Ashtabula Area Planning Commission secured the approval of Kent State University's Board of



Students in Library

Trustees to establish an Ashtabula campus—the first full-time regional campus in the state of Ohio—its facilities were housed in a former junior high school building, built in the mid-nineteenth century. The donation in 1963 of 80 acres of land by Oliver C. Topky, local businessman and philanthropist, allowed the burgeoning campus room to expand to its present dimensions, which include the Main Hall (the academic and administrative building), Library, Tech/Art Building, and tennis courts, baseball diamonds, and an outdoor Performing Arts Platform.

Kent Ashtabula offers a variety of education options for students who range in age from 17 to 70. Nearly 55% of Kent Ashtabula's 940 students are enrolled in baccalaureate majors under the "2+2" program, which offers complete freshman and sophomore year requirements in over 170 career fields, with guaranteed transfer of credits to the Kent Campus—and many other universities as well. The quality of faculty and facilities guarantees students excellent preparation for their bachelors degrees.



Students in Radio Club Booth

For example, Dr. Roger Lane, Associate Professor of Biology, states, "The Department of Biological Sciences at Kent Ashtabula is entering an exciting new era. With the aid of Academic Challenge Grants, students work in laboratories (with the kind of equipment one would expect to see only in large university settings), and our reference works are growing almost daily. Students who complete two years at this campus can be assured that they will compete successfully in their third and fourth years wherever they go." Dr. Lane's students work with personal computers, binocular compound microscopes,



Biology Students in Biology Laboratory

videomicroscopy equipment, electrophoresis equipment, and live terrestrial, fresh water, and marine animals.

Although providing baccalaureate programming was the initial purpose behind the establishment of the regional campus, Kent Ashtabula's mission changed in the 1960's, and KSUAC began to offer two-year associate degree programs to meet the specific educational needs of the Ashtabula area.

The Office Technologies program in 1966 was followed shortly by the associate degree in nursing. Professor Jeanne Novotny, Director of Nursing, boasts, "Kent Ashtabula's Applied Science Degree in Nursing is accredited by the National League for Nursing, and since the program's implementation in 1967, every one of our graduates has passed his or her licensure examination." An Academic Challenge Grant for \$50,000 awarded in 1988 funded a nursing computer lab, staffed with a full-time assistant, and the latest in software and educational equipment aids.

The present Engineering Technologies program—which includes electronic, mechanical, industrial, and plastics specializations—resulted from the incorporation by KSUAC in 1969 of the Northeast Technical School of Ashtabula. Today's engineering students graduate with experience in microprocessors, robotics, CNC, CAM/CIM, and CAD. Robert M. Dulak, Director of Student Activities and manager of Kent Ashtabula's Placement Center, remarks about the employment potential for these students: "Job opportunities for tech graduates abound within the local community. Requests for applicants outnumber graduates three to one annually. This ratio increases dramatically as an extended area—Erie, Warren/Youngstown, Akron/Canton, Cleveland/Lorain—is

considered." He continues, "Placement has been 100% for all Engineering Technology graduates in the 1980's, and an increasing number are entering and excelling in B.S. programs in a variety of technology majors."

Irene Edge, Manager of Kent Ashtabula's Computer Center, explains the connection between the Engineering Technologies laboratories and the Computer Technology lab: "Enhanced by the 1989 Integrated Systems Technologies Academic Challenge Grant, Computer and Engineering technologies are networking the computer facilities, instructing students in computer-assisted systems engineering and data communications." About the program she coordinates she adds, "Systems analysis and software design theory and practice are the foundations for the Associate of Computer Technologies degree." It is no overstatement to say that The Computer Center is the core not only of these programs, but of KSUAC's associate degrees in Accounting and Business Management as well.

As the economic base in Northeastern Ohio increasingly shifts toward the service industry, Kent Ashtabula has added new associate degree programs to provide the trained professionals needed. The Associate Degree in Human Services Technology (HST), approved by the Ohio Board of Regents in 1988, includes a semester's internship in its curriculum. Robert E. Titko, HST Instructor and designer of the program, states, "Many people don't realize that human services is the largest industry in Ashtabula County. Because of this fact, our students have a multitude of internship choices, which we anticipate will result in employment opportunities for our HST graduates. Even before their graduation, several students have found interesting positions: one is a case manager of a homeless shelter; and another is working on an innovative program within the school systems to keep problem children in high school."

The dramatic growth in the boating industry along Lake Erie precipitated Kent Ashtabula's newest associate degree, Marine Retail Operations Technology (MROT). The first program of its kind in the state of Ohio, MROT, is enthusiastically endorsed by marinas and marine dealerships in an area stretching from Erie, Pennsylvania, to Sandusky. The Lake Erie Marine Trades Association (LEMTA) feels so strongly about the need for formally educated marina and marine dealership managers that it is co-sponsoring the program's promotion, and produced thousand of posters and brochures that were distributed at the Mid-America Boat Show held at the IX Center in Cleveland in January.

The courses and programs offered through the Continuing Studies Office are as innovative and exciting as KSUAC's associate degree programs. In addition to typical courses offered for professional development and personal enjoyment, are the Senior Guest program, which allows senior citizens to attend academic classes for free, and the College for Kids, held each summer for children in grades six through eight to explore such subjects as chemistry, computers, art, and poetry. The Management Development Luncheon series and Economic Profiles Breakfasts are monthly programs that highlight issues of interest to business and industry. The Summer Concert Series, held each July and August, presents weekly concerts by the Ashtabula Symphonic Band and guest performers on the open-air Performing Arts Platform. Co-sponsored by area businesses, the concerts attract an average of 2,500 people per week.

Two years ago, Assistant Dean Ronald P. Brown, who is coordinator of Continuing Studies, instigated a Black History Program that is held in February during Black History Month. Plays, films, and gospel concerts contribute to the success of the program, which Dr. Brown credits to the efforts of two groups:

"Our campus' Student Education Association, which is responsible for organizing the event, believes that a diversity of cultures is important to our society. The collaboration of the Black community—as performers as well as attendees—is vigorous, and contributes to the popularity of this program."

To make Kent Ashtabula even more accessible to the citizens of Ashtabula County, Dean John K. Mahan secured an Ohio Productivity Improvement grant to fund a new Office of Human Resources Development (HRD), which will open in May at the Campus. The goals of HRD are to assess the educational needs of the county workforce, to design courses and programs to respond to those needs, and to initiate a network of communication with county organizations and agencies who will cooperate with Kent Ashtabula in achieving these goals.

Dean Mahan summarizes the philosophical position of Kent Ashtabula as follows: "The principal thing we believe in is instructional excellence in the classroom, and we attend to that first. Our second thrust is the application of our resources to the revitalization of the county." This community-oriented attitude accounts for the favorable reputation and high degree of respect that Kent Ashtabula enjoys in the Ashtabula area.

Rita Locke
Public Relations Coordinator
Ashtabula Campus
Kent State University
Ashtabula, OH 44004

Whips, Chairs, and Other Motivational Teaching Tools

Ron Luce

I felt like I was entering the lion's cage without a whip when a department director asked me to make a brief presentation to her faculty members during "Faculty Development Day" activities recently. I knew that these teachers had been thrown into the center ring of faculty development against their will. I knew some of them professionally and had heard the roars of negativity toward the idea of change even though some were receiving negative feedback in their student and administrative evaluations. Yet, somehow, I was supposed to make a difference. Using my limited background in training new instructors, I was supposed to try to build some enthusiasm in this group of overworked and tired "old" teachers—a tall order at best, particularly since I had all of an hour to perform this miracle. I knew the realities. I knew I couldn't change behaviors dramatically in such a short period of time. But I also knew I had to leave the session believing I had made them sit up and take notice of their students' needs.

When I walked in, these technical instructors were sitting at desks that had been arranged in a box shape to resemble a conference setting. They were obviously planning to suffer out the hour they were assigned to endure, arms folded over their chests, daring me—an English teacher recently assigned the title of "teacher educator"—to interest them in anything. As a way of beginning, I faced them and tried to make a clever welcoming comment (that was ignored). After a few brief, stumbling introductory comments, and as a way of gaining my

composure and getting past their deadly silence, I asked that they jot down on a piece of paper characteristics of the ideal student. (They did this somewhat reluctantly.) I went to the blackboard and waited. When a minute or two had passed, I asked them to share what they had written. After a long silence, someone offered a comment, "reads the book"; then someone else made another contribution. As I cajoled, they began loosening up and responding even somewhat enthusiastically. I wanted to believe. They were developing a description of a student who would be an attentive, actively engaged thinker, someone who would go beyond the basic requirements of assignments and who would challenge his or her potential by exploring written materials and by asking good questions, someone who would ask for extra learning experiences. They seemed to like the image they were projecting.

As I stood back and let them brainstorm, they began to comment more and more and to discuss their own perceptions, clarifying, and questioning one another. They painted a picture of their desire to teach students who learn because learning is worth doing and a desire to avoid teaching those who attend their classes only because the learning will supposedly create a "high paying" job with acceptable benefits. When they apparently had said all that they wished, I stated that there may be a thousand reasons why students do not live up to the ideal image and asked them to name a few of the reasons. They mentioned "bad" high schools, "bad" families, and society as a whole, just to name a few. I asked them how students learn to be "good" students as "good" was defined by the group. No one was able to come up with much more than a few jokes about kicking parents' butts. Then I stated that there are ways that they might begin moving students toward the ideal goal, but change would require a willingness to change themselves and to risk some new approaches to their classrooms. Then the collective sighs began and the comments about the "reality" began slipping into their discussion. As I felt what was moving toward cynicism about teaching within the group, I knew I would have to get going and pull them away from the "bitch session" format they were moving toward. The discussion of their students had gone as far as it would go for a while, so I moved on to another topic.

I asked the individuals in the session to write down the best experience they ever had as a student learning new material and the worst experience they ever had. (...the groans and grunts began in earnest, but they were good natured groans and grunts.) I had to clarify that I was talking about academic/technical education, since three or four of the men in the group began to make some jokes about "learning experiences" that were potentially interesting but clearly outside the goals of the session (jokes better left for the locker room). These little jokes provided the first moments of real comfort between the group and me, and I was confident that we were moving toward a possibility of something happening. When they finished jotting down their recollections, we shared several of them and listed characteristics of the good experience and bad experience on the board. In a short period of time we established a list which indicated that good educational experiences for them consisted of situations where they were allowed to engage the material to be learned through hands-on experience, where the teacher obviously cared about them and respected them, where they got to ask and answer questions, and where they felt they had impact on their own development.

The list for the "worst experiences" indicated that classes involving largely lecture presentation were usually deadly. Classes where teachers obviously did

not respect students, where they were condescending, aloof, unprepared, or ill-mannered were designated as "worthless" and conjured up images of great hatred and frustration in the participants even though it had been, in some cases, twenty years and more since the incidents they shared with the group occurred.

Eventually, I summarized the discussion by stating that, apparently, students have been taught largely that "good" studenting means to sit down, be quiet, and passively absorb information being pumped into their brains by the teachers who are "really" responsible for their learning; therefore, they might not come to terms with any responsibility for themselves as learners because teachers have rarely encouraged such introspection; we too have accepted the teacher-as-controller-of-learning model we learned during our own educations.

These teachers had already demonstrated, as could be seen through their comments, that the methods many teachers use are not in harmony with what they know to be good learning experiences. I tried to make the point that change hinges on new attitudes about responsibility—responsibility for teaching and learning. "In the old model, the teacher is responsible for imposing knowledge; in the new model, the teacher steps out of the way and *lets the student learn!*"

To demonstrate, I offered the following example based on materials I use in my English classroom. "Suppose you were going to teach a student how to write an effective memo. You could stand up in front of the class behind your lectern and state the names of the major parts of the memo, discuss proper format, explain appropriate language, describe a writer's attitude, and explain the reasons why neatness counts, and your students might drown you out with their snores. Or you could show a memo exercise on an overhead projector, uncovering the memo body portion line by line and asking them to react to it and then asking them to explain their reactions." (I placed an example on the overhead—a particularly poorly written, confrontational example I had chosen for its ability to evoke reaction.)

I uncovered the memo down through the first line of the first paragraph and asked them to respond as the intended reader might respond, to talk about how the language makes them feel and what they would want to say to the writer if she were present while they read the memo. Then, I simply let them respond as I proceeded to uncover it line by line. By the time the teachers had finished reading the first paragraph, they were saying things like, "I'd punch this person in the nose!" By the time they finished the memo, they were laughing at the outrageousness of the language and the feelings the language had evoked in them. I explained, "You might simply let the students react—and they would react as you have—without adding your own view. Then you might ask questions like, 'How do you feel about it?' 'Why?' What are the implications for the workplace?' 'How might this affect you personally if you were the intended reader?' 'How might it affect the department you work in?' 'How might it affect the company as a whole?' 'How do you imagine the problems will be solved?'" (These are questions I would ask you to address if we had time here today.) While doing this exercise and letting students talk, you will quickly come to terms with the fact that they are quite capable of seeing and identifying what makes for poor communication. When they are asked why it is poor, they will tell you because the language is 'nasty' and the writer of the memo comes across as an unreasonable person. As they figure out what they *don't* like about the memo, students are determining what an effective memo *should* be."

The group gave me their non-verbal agreement. They were following my presentation, accepting it in principle.

Once the objective of developing a student-centered classroom had been identified, I presented some considerations for improving their chances for success with the approach I was advocating. For the presentation's sake I lumped these factors under four major categories: "appropriate physical environment," "appropriate mental environment," "adequate student preparation," and "adequate instructor preparation."

Appropriate physical environment involves issues of comfort created by such things as room color, lighting, arrangement of furniture, type of furniture, and placement of posters or paintings. This may seem a mundane concern, but it is often the first place students frame opinions about the class, the instructor, their fellow students, and the institution as a whole. For example, if the students arranged in neat little rows in dark, dingy, little rooms, hiding behind the heads of the people in front of them, they buy into the role of the passive recipient of knowledge more readily than students who work in the open, at discussion tables, looking each other in the eye, confronting one another's ideas face to face, or the students sitting in a circle where each face can be seen and reacted to by the entire class.

Appropriate mental environment involves attitude, comfort with the instructor and the material to be dealt with. An appropriate mental attitude is built on the idea that the instructor respects the student as a person who brings a body of experience to the classroom, experience that is worth recognition and sharing (much like what these instructors were doing this day). It involves an attitude that mistakes are part of learning and should not be discouraged. The instructor must make the students feel they will have adequate time to frame responses to new concepts and questions that force them to rethink their existing ideas.

Adequate student preparation deals with the fact that students do not like to be forced to speak from a base of ignorance. Assignments must serve to enhance their knowledge base before the instructor asks them to perform. And when students deal with new concepts, the instructor must allow them to draw upon their own familiar experiences in order to form a base to which new concepts can be compared.

Adequate instructor preparation involves an awareness and appreciation of all the previously mentioned factors. The instructor in a student-centered classroom must have a clear sense of purpose and direction, as well as a strong base of knowledge in the subject matter. The instructor must come to class with numerous questions and activities designed to evoke thought and designed to help students uncover learning rather than memorize facts. The student-centered classroom hinges on active involvement of students in the process of answering "How?" and "Why?" rather than answers to "Who?" "What?" "When?" and "Where?"—questions that beg the simple one-word response or questions that serve the quiz mode better than the student-generated analysis and synthesis modes that these instructors agreed teachers want.

I tried to make it clear that there are numerous variations on this approach. And question/answer/discussion modes are not the only means for presenting information in a student-centered classroom. "What is important is that students have the opportunity to *discover* and *absorb* the material rather than memorize the data. When they uncover the material for themselves, they are much more likely to value the experience and use what they have learned because it is now theirs; it is not something borrowed from the teacher! The student-centered classroom means significant change for teachers who have worked from the perspective of the teacher-centered classroom. It requires risk, and it requires courage. But it is change well worth the effort."

As time was growing short, I tried to make the point that *letting* students learn in the classroom is not easy, and it takes a very long time to develop. It requires careful attention to many details, such as those previously stated under the four categories above, and it requires tremendous risks and flexibility. ("You can't plan someone's *response* like you can plan a punch line to a lecture; and you can't contain a flowing discussion in precisely ten minutes like you can hold a portion of a lecture to a limited number of minutes, depending upon the words chosen and the speed with which you deliver the information.") As a result, the teacher who uses the approach—and I hoped these participants would be among those who would try—has to have numerous options ready in case one fails and must be prepared to face unknowns at every turn in the classroom; this includes occasional failure. I knew I was asking a great deal without having enough time to suggest much that was concrete about what they might do to change. They had real problems: not enough time to prepare, not enough comfort with modes of presentation other than lecture, not enough experiences in preparing students to live up to their idealized vision of what students might be. They, like far too many teachers (myself included), had not been given training in how to teach; they had been prepared to be knowledgeable about their fields and were assumed to be able to figure out how to do this "other" thing. They lacked a foundation that I was asking them to build under an already existing structure.

I was not going to give them that foundation in an hour, and it was foolish of me to hope that I might do more than make them become actively involved in and mildly uncomfortable with whatever they were presently thinking and doing about themselves as teachers. And they *had* become involved in the hour. They had articulated that they knew what it meant to them to be students and to struggle with learning; they had articulated what good teaching and learning should be. They had articulated that good teaching and learning revolved around the needs of the student, not the teacher. They had articulated all this with minimal help from me. I had done all I could do toward creating the discomfort that creates the potential for change: *reaction* followed by thought toward *productive action*.

Ron Luce
General Studies
Hocking Technical College
Nelsonville, OH 45764

Hazardous Materials Management Plan for Two-Year Colleges

Mary K. Linde

America has become acutely aware of the dangers of toxic and harmful materials in the latter half of the twentieth century. Contamination of cattle feed in Michigan with polybrominated biphenyl resulted in the destruction of large numbers of cattle. Dumping of used motor oil in Missouri resulted in the deaths of racehorses. President Carter declared Love Canal, a housing development over a chemical landfill, a national disaster on August 7, 1978. Critical illness and death has been shown to be the result of leaching of arsenic, cadmium and other chemicals into well water from nearby industrial dumps or buried chemical waste tanks. Such discoveries have become common over the last three decades as methods of detection have improved. During the late 1970's, newly discovered chemical landfills were practically a monthly news item. The American people were shocked and angered.

Legislation

In 1965, Congress passed the first of a series of legislation dealing with hazardous materials. This Solid Waste Disposal Act was amended in 1970 by the Resource Recovery Act and again in 1976 by the Resource Conservation and Recovery Act (RCRA). It is this last modification of the legislation that strongly impacts on the two-year college.

The RCRA addresses the production, transportation, storage, handling, and disposal of hazardous waste. It identifies generators of hazardous waste and classifies them into categories of Large Quantity Generators, generating more than 1,000 kg of hazardous waste per month (or 1 kg of acutely hazardous waste per month), and Small Quantity Generators, generating less than 1,000 kg of hazardous waste per month. Most two-year colleges fall into the latter category. However, some two-year colleges may fall into a special group of Conditionally Exempt Small Quantity Generators which produce less than 100 kg of nonacute hazardous waste per month (*Report to Congress: Management of Hazardous Wastes from Educational Institutions*. EPA Report). Small Quantity Generators must comply with the same regulations as Large Quantity Generators. They must assess hazardous materials, obtain identification numbers, maintain records, meet manifest requirements and produce reports.

The RCRA was expanded in 1984 by the Hazardous Solid Waste Amendments which designated that the U. S. Environmental Protection Agency (U.S. EPA) promulgate standards for Small Quantity Generators. It also designated that the administrator of the U. S. EPA, in consultation with others, conduct a study of hazardous materials and waste practices in educational institutions in the United States and its territories. In the report to Congress (*Report to Congress: Management of Hazardous Wastes from Educational Institutions*. EPA Report) of April, 1989, it was noted that current practices of transport, handling, storage and disposal of hazardous materials at educational institutions are not in compliance with the regulations.

The RCRA required that hazardous materials and hazardous wastes be properly managed. A hazardous material becomes a hazardous waste when it is no longer designated for a specific purpose. Many stored materials and supplies are truly waste because they have no purpose for being stored except that no one

knows what to do with them. Perhaps half of the chemicals stored in the chemistry storeroom are wastes because there is no plan outlined for their use. Many of these are hazardous.

In August, 1988, the Occupational Safety and Health Administration (OSHA) expanded the original Hazardous Communication Standard (29 CFR Part 1910.1200) of 1983, which previously affected only chemical manufacturers, to include all employers. Under this act, colleges must provide information about hazardous materials in the workplace to their employees. They must document training, develop a plan for keeping employees informed, and properly label all hazardous materials. Violators of these standards can expect fines of \$1,000 for each violation and legislation is being considered to increase this fine to \$5,000 (*OSHA Hazard Communication Standard*. Womsey and Lombard). Twenty three (23) states and two (2) territories fall under these OSHA regulations or have OSHA-approved plans. Ohio is not one of these. Currently, all private industries and colleges in Ohio must comply with OSHA regulations but state institutions do not fall under these regulations. However, legislation has passed the Ohio House of Representatives (HB 308, 1988) and is now in the Senate which addresses occupational safety in state institutions.

Recently, OSHA issued a Final Rule, (29 CFR 1910.1450), Occupational Exposure to Hazardous Chemicals in Laboratories, effective May 1, 1990, which regulates chemical laboratories and includes college laboratories. All schools must have in place, by January 31, 1991, a Chemical Hygiene Plan which must address exposure, training, protection and monitoring of exposure. Again, even though Ohio does not have an OSHA approved plan for public institutions, should an accident or injury occur due to chemical exposure, the college would be liable. Few Ohio two-year colleges have thoroughly assessed safety practices in the chemistry laboratory.

College Responsibility

Few small colleges or two-year colleges have implemented plans to comply with EPA, OSHA, or state regulations, yet it is expected that, by the end of 1990, all state educational facilities will be regulated by standards equivalent to or more stringent than those of OSHA.

The two-year college must identify its responsibilities and liabilities under state and federal regulations and establish policies which address compliance. Failure to do so could lead to litigation from a number of sources, including classroom accidents, health problems due to exposure of noninformed employees, and illegal disposal of hazardous materials.

Any two-year college which offers one of more courses in photography, chemistry, art, agriculture, botany or plant science, biological science or health science will use hazardous materials and/or generate hazardous waste. Apart from these, the physical plant itself will generate hazardous waste.

Commercial Art and *Photography* are departments in which large amounts of chemicals are used and stored. Pigments, solvents, developers and cleaners are necessary supplies for most courses offered in these departments. Silver, lead, nickel, chromium, and copper are just a few of the toxic metals which may be found in paints and mordants. Ventilation presents a troublesome problem, especially in the photography dark room and during air brush painting in commercial art. Poor ventilation in storage rooms of these two departments may allow the accumulation of fumes from inadequately sealed storage containers.

Agriculture and the associated plant sciences, such as Turf Management, Landscaping and Botany, present a specific problem. Fertilizers and insecticides are required in continuous supply. Since it is cheaper to buy in bulk, these items may be purchased in bulk and stored for later use. As new products are available, they are purchased to replace the outdated products before they are completely consumed. The older products are pushed in a corner or in a cabinet and forgotten. Sometimes products, which have already been procured, are banned by the state or federal government because of new findings that show their danger. When this happens, the cost of disposal immediately increases ten to one hundred times.

Chemistry laboratories are the well-known nest of chemical hazards. Acids, bases and strong oxidizers are only a few of the chemicals which accumulate here. Toxic or flammable substances may be stored on open shelves, caustic substances may be stored on counter tops and other chemicals may be arranged alphabetically on shelves without doors. The accumulation of hazardous materials and waste is largely dependent on the following:

- Turnover of staff: New instructors do not use the same laboratory exercises. Thus, unused chemicals from former instructors are abandoned.
- Change of text: New exercises do not use the same chemicals. Again, old chemicals are abandoned.
- Ordering in large quantities to get price break: Excess is stored for long periods of time.
- Donations from local industry: Donated chemicals are not needed and are stored.

Accumulation of unused chemicals promotes improper storage. Unsafe storage practices are the result of untrained instructors, poorly designed facilities, lack of enforced safety policies or neglect.

The Physical Plant is a highly active center in which cleaners, solvents, poisons, lubricants, water-conditioners, and corrosive materials are used on a daily basis. Many of these contain dangerous chemicals. Education and training of Physical Plant managers became a priority in the late 1960's (*Madison Seminar Proceedings: Waste Management in Universities and College*. EPA). Most managers are now fully aware of the hazardous materials which they store and use and do an excellent job of monitoring these. Our Physical Plant manager was well trained in the importance of identification and labeling of hazardous materials and the continuous tracking of these substances. Even so, the procurement and storage needed to be addressed in the overall plan.

Experience at Clark State

At Clark State Community College (CSCC), presentation of the problem was dramatic. A chemistry instructor left, chemistry laboratory classes were moved to a new location and since the old laboratory was no longer used, chemicals were stored in a small adjacent workroom. Months later, the author was asked to clear the workroom by disposing of the chemicals not needed and transporting the others to the new location. Chemicals were sitting on the floor and on open shelves or tables. Some had screw caps which were cracked and did not seal. Others had no screw caps but cork or rubber stoppers had been used as substitutes and these were badly corroded. Some labels were essentially unreadable and some had no labels at all. Powders were in boxes which had

collapsed from moisture and metal containers were corroded and rusted. One container of dangerous red phosphorus was totally deteriorated. Red phosphorus is used to make matches. One unlabeled bottle contained highly reactive sodium metal which ignites in the presence of water. A 100 liter plastic drum of concentrated hydrochloric acid was found in a cabinet. It had never been vented and the container had partially collapsed inward. No current employee could recall the acquisition of the drum and no purchase order could be found.

The new laboratory was then surveyed only to find similar problems. Some chemicals had already been transported from the old location and accumulation of unused chemicals was already apparent. Chemicals from both laboratories which could not be safely handled on site were collected and sorted for disposal. The cost of disposal was \$3050.00. This did not include the many hours involved in sorting, collecting, labeling and packaging for safe disposal. It also did not include the cost of the chemicals used to neutralize other chemicals for safe disposal nor the many hours spent seeking approved disposal agencies. The cost of disposal was estimated at more than fifty times the cost of procurement; the employee time for disposal activities was approximately ten times the time required for procurement.

Such findings are not unique to CSCC, but similar situations are found in every high school, college and industrial chemistry laboratory that does not maintain a continuous monitoring policy.

To prevent the reoccurrence of this situation and to assure the safety of students, staff and visitors, a task force was organized, to investigate hazardous materials on our two campuses and to design a plan for the management of these materials. All departments and interested parties were invited to participate. The task force first asked that all departments go through a self-assessment and establish an inventory of hazardous materials. From this initial inventory, the task force compiled an alphabetical list which was recirculated as a prompt for listing missed items. Finally, a complete list of all known hazardous materials at the college was generated.

The task force then asked each department to obtain Materials Safety Data Sheets (MSDS) on all items which they had listed. These are product information sheets, which list specific chemical identity, common names, hazardous nature, precautions, exposure limits, emergency procedures and first aid methods. Copies of the MSDS were to be kept in the department office and in the area where the materials were to be stored and used.

While the inventory was being established, the task force reviewed current campus logistics and to began to develop a comprehensive Hazardous Materials Management Plan. Much of the development followed the guidelines presented in the NACUBO publication, *Hazardous Waste Management in Educational Institutions*. (National Association of College and University Business Officers, 1987). This plan addressed procurement, transport, storage, handling, disposal, classroom policy and communication regulations. Employee training, distribution of information to students and visitors and safety instruction in the classroom were emphasized. Minimizing the amount of hazardous materials purchased and stored and the use of microtechniques in laboratory procedures when possible were also important components of the plan. A hazardous materials safety officer was designated to monitor the implementation of the plan.

In review of the final inventory, four campus areas received greatest attention: Commercial Art, Agriculture, Chemistry, and the Physical Plant. Each had unique situations in which the use of hazardous materials could not be avoided but needed control.

A major thrust of the Hazardous Materials Management Plan at CSCC was prevention of the accumulation of hazardous materials. Preventive measures included control of the procurement of hazardous materials. Every purchase order should be screened and when possible, a less dangerous substitute should be selected. Faculty members or employees must be responsible for the material ordered and should obtain the MSDS for that material. They should be responsible for knowing the dangers, the storage specifications, methods of protection of the user, first aid procedures, and proper disposal methods. The cost of disposal should be known prior to procurement. The person ordering should also be aware of expiration dates which may affect total consumption of the material. The amount ordered should be no more than that which can be consumed during one course offering or one season in the case of fertilizers or pesticides for grounds maintenance. Whenever possible, microtechniques should be used in the classroom to generate minimum waste.

The Hazardous Materials Management Plan also places emphasis on the identification and tracking of hazardous materials. All hazardous materials must be properly labeled with standard codes. These codes indicate whether the substance is caustic corrosive, flammable, toxic, explosive or carcinogenic. Labels must include the name; ingredients, if a mixture; source; date of receipt; methods of storage, handling and disposal; user precautions, protection and first aid; and where to find more information. MSDS should be available in the location where the substance is used and stored. Annual update of all hazardous materials inventory will be mandatory.

Faculty, staff, students and visitors to the campus must be informed of hazardous materials. Signs must be posted where these materials are used and stored. Faculty, staff and students need to be trained in order to interpret the hazard codes and MSDS. This training must be mandatory for faculty and staff. Periodic updates must be scheduled and new employees must be trained during orientation. Documentation of this training is critical and careful records must be kept. Faculty, staff and students must also be trained in the use of safety equipment and handling of hazardous materials. This, too, must be carefully documented. Students may be trained in an orientation session at the beginning of each course offering in which they will be exposed to hazardous materials.

In addition to the above training plan, a course is currently being developed which addresses hazardous materials in the workplace. This course will be designed to give the graduate awareness of the hazards that may be encountered in future employment. The course may be required in some programs and elective in others but it will be open to all interested students and employees. The content of the course will include regulations (where to find them, how to understand them and where to get assistance), labels and MSDS (how to understand them), protective measures and responsibilities of employer and employee. This course should help prepare the graduate for a safe and healthy career.

In summary, state educational institutions will likely be regulated in the very near future by an OSHA approved state plan. Even so, they are currently responsible for the safe handling and disposal of hazardous materials and for communication to employees and students about these materials. Each

institution must assess hazardous materials and develop a plan to monitor and control these materials. This plan should address procurement, transportation, handling, storage, disposal and monitoring of hazardous materials. The plan should also outline a training program for faculty, staff and student.

Mary Kay Linde
Associate Professor
Health & Human Resources Division
Clark Technical College
Springfield, OH 45505

Motivating Part-Time Faculty Performance

Robert DeBard

We hold these truths to be self-evident, that all men (except part-time faculty because they are mostly women) are created equal, that they are endowed by their Creator with certain inalienable Rights (except if their Creator is a college administrator looking to save a buck), that among these are Life, Liberty and the pursuit of Happiness (which for part-time faculty will include the freedom to be exploited).

All right, the founding fathers neglected to be this specific, but the treatment of part-time faculty continues to be the underbelly of academe. The Conference on College Composition and Communication in October 1989 advanced a "Statement of Principles and Standards for Postsecondary Teaching and Writing" describing part-time instructors as the "underclass" of higher education. The document states that:

More than half the English faculty at two-year colleges, and nearly one-third of the English faculty at four-year colleges and universities, work on part-time and/or temporary appointments. Almost universally, they are teachers of writing, a fact which many consider the worst scandal in higher education today.

This is strong language for a report written by a committee coming out of an association that is a part of the academy. Those who work at two-year colleges have to swallow hard when they realize that the only mistake made in the statement is to assume that this practice is limited to the teaching of writing. Certainly the lack of job security, fringe benefits, pay level and support services that the report complains about can be readily identified by those who have toiled as itinerant academic laborers otherwise known as adjunct or part-time faculty. The rationalization that most have other jobs that presumably fill in the economic and ego gaps left vacant in their role as part-time faculty is ethically unsound even if it is occasionally true.

It is time for college administrators who would suppose to uphold standards of educational quality that are so brightly advertised by admissions offices to come forth with a Bill of Rights for part-time faculty. In this age of educational reform, continued neglect of part-time faculty could become a drag upon the ability of two-year colleges to gain the respect for their contributions to student learning. Ten years ago, the Carnegie Council on Policy Studies in Higher Education issued a report entitled *Fair Practices in Higher Education*. It was an

admonishment concerning the rights and responsibilities of colleges in an anticipated period of intensified competition for enrollments and tightening of budgets. This past decade has witnessed both, and the lack of response with regard to responsibilities has helped fuel the assessment of academic achievement mandates coming out of government bodies. The use and abuse of part-time faculty were among the unfair practices cited by the Carnegie Committee.

There is something even more earnest about the need to address the needs of part-time faculty than the "threat" of government intervention, and this is the simple premise that fair practice toward all faculty leads to effective teaching and learning in higher education. Arthur W. Chickering and Zelda F. Gamson headed up a study supported by the American Association of Higher Education, the Education Commission of the States, and the Johnson Foundation aimed at identifying what practices should be an inherent part of good practice in undergraduate education. Based upon a retreat held at Wingspread in Racine, Wisconsin, seven principles were put forward. They were:

- a. Good practice encourages student-faculty contact.
- b. Good practice encourages cooperation among students.
- c. Good practice encourages active learning.
- d. Good practice gives prompt feedback.
- e. Good practice emphasizes time on task.
- f. Good practice communicates high expectations.
- g. Good practice respects diverse talents and ways of learning.

Adherence to these practices would require a careful examination of the treatment of part-time faculty. The butterfly effect of students at two-year commuter colleges is detrimental enough to these practices: when this is compounded by transient faculty, thoughts of quality standards become merely theoretical constructs.

The most important consideration of all, however, is the potential that fair practice can have on the motivation of part-time faculty. Any supposition that the use of part-time faculty is going to significantly decrease neglects economic reality. The key is the performance an institution can gain from part-time faculty. More significantly, it is essential to sustain such performance. Most part-time faculty come into the institution enthusiastic and committed. It is only the perception they gain over time that their treatment is so different from full-time, tenured faculty that leads them to consider the disincentives that are a part of their status and that can dull their motivation. The result is either heavy turnover, which is cumbersome to an institution, or minimizing of effort, which detracts from the real quality of the class that can lead to the perceived quality of the institution.

The following entitlements are put forward on behalf of institutions that would wish to maximize performance of their part-time faculty. Consider them a "Bill of Rights" or merely a list of good and fair practices. The outcomes stand to affect not just part-time faculty, but the students, who should remain the focal point of concern about the institutional quality.

- a. Part-time faculty should be contracted in such a way as to clearly delineate performance expectations both in and outside the classroom and should expect to be evaluated according to these stated objectives.
- b. The pay of part-time faculty, while realistically lower than full-time counterparts, should have a salary step incentive incorporated into the system as well as a built-in inflation generator tied to the same formula used for regular faculty.

- c. Part-time faculty who have been employed for six or more terms should not be terminated without a full term's notice.
- d. Part-time faculty should be given mailboxes, office space at times convenient to students, telephones and clerical support.
- e. Part-time faculty should be contracted as far in advance as possible, before the end of the preceding term, and be given proper notice of the need to cancel a class or shift the teaching assignment to a full-time faculty.
- f. New part-time faculty should receive a formal orientation concerning procedures, policies and effective practices as well as an extended orientation over their first term of teaching at the institution through the assignment of a senior colleague mentor.
- g. Part-time faculty should be included in the professional development plans and funding of every academic unit to allow for participation in group teaching improvement sessions as well as individual professional continuing education related to teaching duties. Additionally, they should be invited to social events and otherwise accorded faculty status in college pricing for recreational and cultural events.
- h. Part-time faculty should be required to maintain office hours, but should expect to be paid for this service as either an explicit part of the teaching stipend or on an hourly basis.
- i. The evaluation of part-time faculty, including both written comments or ratings and verbal reinforcement by department chairpersons or senior mentors, should occur after the first term of teaching and at least once per academic year for all others.
- j. Part-time faculty should be accorded the status of in-house candidates when full-time openings in their area occur and, for this reason, careful regard for affirmative action in the hiring of part-time faculty should be maintained.

It is not supposed that these ideas are new or not otherwise practiced by many institutions. They are offered as a guideline against which institutions should place current practice. What should be realized is that these practices are not served up merely as a point of advocacy for and appreciation of the many contributions made by part-time faculty. Rather, they provide motivational incentives designed to gain and sustain peak performance from a cadre of faculty who make up a significant part of the educational quality of a two-year college.

Robert DeBard, Dean
Firelands College
Bowling Green State University
Huron, OH 44839

PLUS ONE

How to Handle Criticism

James Beaubien and Karen Caesar

Criticism is one of the more difficult and disturbing human realities to deal with, especially when it's vindictive. Criticism can cloud a whole day or, maybe, a whole week for us. James Beaubien and Karen Caesar offer us some helpful advice. Permission to reprint this October 1989 Nursing article was granted by Springhouse Corporation, 1111 Bethlehem Pike, Springhouse, PA 19477.

In the morning, you walk into a patient's room and he snaps at you: "Get out! I've had it with you and your *@#! hospital."

In the early afternoon, your manager criticizes your offhand manner with some of the nursing assistants.

Later, when a doctor discovers you've forgotten to order certain laboratory tests, he complains: "This never would have happened a couple of years ago. Where have all the good nurses gone?"

Criticisms like these are common in a high-pressure profession like nursing. But we could use more skills in handling them.

Many of us have developed ineffective people-pleasing responses to criticism. Cathy, for example, accepts criticism as proof of her own inadequacy. She feels vulnerable, anxious, and guilty whenever anyone criticizes her. She timidly tries to withdraw from the situation. When she meets her critic again, she's careful not to upset him.

Other nurses interpret all criticism as a personal attack. Carol, for example, usually denies any fault on her part and angrily strikes back. She's short-tempered with everyone until her anger abates. Her co-workers learn to avoid her when she's in a bad mood.

Still others, like Pat, try to control their anger, but it seeps out in sarcasm. They punish their critics by behaving coldly to them. They don't get mad—they get even.

None of these responses are effective. And if you've used any of them, you know how your self-esteem, personal satisfaction, and working relationships can suffer because of them. If you want to break away from such ineffective, destructive responses, start by not taking criticism so personally.

Why people criticize

Patients, co-workers, doctors, and managers are most likely to criticize you for one of three reasons.

- *The need to relieve frustration* is the most common reason for criticism in highly charged situations. Such situations produce feelings of fear, helplessness, or hopelessness. When these feelings become unbearable, a person may turn on anyone available—responding with anything from mild sarcasm to a temper tantrum. If you're nearby, you can be criticized.

- *The need to control others* is a second common reason why people criticize. Those with authoritarian viewpoints may criticize you in an attempt to put you in your place—subservient to them. If you respond ineffectively, you'll unwittingly reinforce their behavior.

- *The desire to change a behavior* is a third common reason for criticism—and the only one specifically related to your behavior. Often called *constructive criticism*, it can have a negative effect on a relationship unless handled skillfully.

Managing yourself

You may be saying, "I can't help what I think or how I react." But that's not true. You can learn to handle criticism effectively by paying attention to your internal dialogue after someone criticizes you.

Most people who have trouble managing criticism say such things to themselves as "This isn't fair," "It's not my fault," "Why is everyone picking on me?" or "I can't handle this—I've got to leave."

Listen to yourself next time you're criticized. If you make self-defeating, emotional statements like those to yourself, you probably follow up with self-defeating, emotional behavior—submissive withdrawal like Cathy, direct aggression like Carol, or repressed anger like Pat.

Those who handle criticism well have a very different internal dialogue. They tell themselves, "Relax, I can handle this: or "This is a chance to practice my skills."

If you practice giving yourself such positive pep talks, you'll develop a strong sense of being in control. That will reduce your anxiety while you deal with your critic.

Managing the interaction

After you've learned to manage your internal dialogue, you're ready to analyze and manage your interaction with your critic. Here's a five-step method to help you.

1. *Ask for specifics.* Before you can deal effectively with criticism, you need to know what the underlying problem is. But a lot of criticism is vague. People say such things as "You did it again" or "Your attitude is rotten."

- Are they letting off steam, trying to control you, or telling you that you need to change your behavior? To find out, ask for specifics: "What is it about my behavior that concerns you?" If you don't get a clear answer and still can't pinpoint the problem, use additional prompts such as "Please tell me more" or "Could you be more specific?"

2. *Neutralize.* Asking your critic to be more specific also serves another function: It gives the critic a chance to talk through his emotions—and keeps you from responding defensively. If your critic is very emotional, listen quietly until his emotion is spent. Then you'll be able to discuss the problem rationally.

3. *Confirm.* After your critic has calmed down and explained what's behind the criticism, be sure you understand the problem. Feed the information back by asking, "Are you saying...?"

4. *Resolve.* You have four options for resolving the situation after you understand it. First, you can dismiss the criticism. If someone blames you for a situation that doesn't involve you, say so. You can resolve the situation directly and honestly with a statement such as "Sounds like a problem you'll need to talk over with the administrators."

Second, you can acknowledge the critic's concern. When someone simply wants to let you know he's annoyed, let him know you've heard. The patient who tells you "I've had it with you and your hospital" probably falls into this category. If you're convinced he's basically frustrated (after asking for specifics), let him know you understand by summarizing his own comments: "I can

understand why you're frustrated that the doctor can't find a cause for your pain."

Third, you can apologize. If the criticism's on target, and you realize you've done something wrong, admit it. A simple "I'm sorry" will resolve many situations.

Finally, you can change your behavior. If the criticism shows that you should have behaved differently, let your critic know you understand. Tell him, "I'll handle that situation differently next time."

5. *Normalize.* After you've resolved the problem, put your relationship back on track as soon as possible. Show how important it is to you by displaying some typical, supportive behavior. Ask about the person's weekend plans, if that's natural, or discuss a mutual interest.

Practice the skills

These skills take practice, of course. One way to practice is to imagine yourself being criticized. Then imagine yourself handling the criticism. Go over the scene repeatedly until you're comfortable with it.

Another way to practice these criticism-handling skills is to enlist a friend's or co-worker's help and use role playing to practice your assertive responses.

Yet another way is to review experiences where your skills didn't work. To figure out why, analyze the elements of the encounter:

- *Who was the critic?* Your critic's personal attributes and mannerisms can dramatically affect your response. If you're intimidated by doctors, administrators, and managers, for example, you'll have trouble reacting assertively to their criticism.
- *What was the situation?* The five steps for handling criticism are guidelines—not rules to be followed by rote. As you analyze situations, you'll develop different responses. Eventually, you'll have a repertoire to fit almost any situation.
- *How vulnerable were you at the time?* Your susceptibility to criticism will increase when you're feeling stressed or fatigued. As you develop skill at handling criticism, you'll become less vulnerable even when you're tired or under pressure.

A lot or work? Maybe. But the rewards are worth the effort. As you learn to handle criticism more assertively, your confidence will increase, your vulnerability will decrease, and your relationships will become more satisfying.

James Beaubien
Karen Ceasar
Beaubien and Ceasar
Communication Group
Edmonton, Alberta, Canada

PRACTICUM

Merit Pay and Assessment of Teaching: A Procedure for Peer Evaluation in Multidisciplinary Units

Keith A. Roberts

Bowling Green State University has established a merit pay and an assessment of teaching policy which Keith Roberts of the Firelands College has reviewed in the American Sociological Association's Footnotes. Keith now shares his review with us with permission to reprint.

In recent years a number of educational institutions have implemented salary increment procedures based on meritorious performance. At most universities, departments have avoided evaluating teaching as part of the merit formula, with primary emphasis placed on research and publications and with secondary emphasis on academic service (Lewis and Doyno 1983). This is apparently done because quality of teaching is so difficult to quantify (especially into dollar increases) and because differences in philosophies of education make assessment of teaching very difficult. Since evaluation of teaching involves a substantial element of subjectivity, it can also be a major source of interdepartmental rancor. In many cases the salary increase is less a source of contention than the symbolic effect on faculty members of being ranked lower than they think appropriate or lower than a particular other faculty member whose teaching they do not respect.

One difficulty with failure to include teaching in the salary merit process is that faculty will devote their energies to those areas in which the institutional rewards are strongest. If there are no significant rewards for teaching, the quality of teaching in the academic unit may suffer.

Smaller schools and regional campuses of major universities frequently face slightly different dilemma. The emphases of the campus may be squarely on teaching, but academic units (divisions or departments) which determine merit may include widely divergent disciplines. Evaluation of teaching may be made increasingly difficult if the assessment of the scholarly content becomes problematic. Further, resentment and conflict can fester when judgments are made about the appropriate goals and methods for teaching a discipline by those who are not even in a cognate field. On my own campus, chemists, mathematicians, and physicists are in the same academic unit with historians, sociologists, and psychologists. The division is made up of faculty from ten disciplines, and in some cases only one person represents a discipline.

The trustees of this university have specified that each year sixty percent of the salary increment shall be "across the board" increases (based on a percentage of one's current salary), and forty percent shall be based on merit. Each department has been required to establish guidelines and procedures for distributing the merit funds, including whether and by what criteria teaching shall be rewarded. The division of Natural and Social Sciences (NSS) at Firelands College (a regional campus of Bowling Green State University) has determined that fifty percent of the merit increase should be based on excellence in teaching,

but the unit has struggled for several years with the issue of how to evaluate teaching within a multidisciplinary division and how to assign a dollar amount for salary increments.

Guidelines for Assessment of Teaching

After one year of intense conflict and several years of agonizing struggle, a process has been designed by the NSS division which attempts simultaneously to emphasize rewards for teaching, to provide respect for a diversity of educational philosophies, and to avoid the kind of rancorous conflict within the unit which often results from salary merit evaluations. The procedure requires that each faculty member who wants to be considered for merit must apply for it. To do so, a member follows a set of guidelines and presents a summary of activities during the year. This provides each faculty member with an opportunity to engage in self-evaluation and to present his/her own case regarding the relative merit of the year's work. The document, called an Annual Report of Service and Activities (ARSA), has sections on research and publications, service, and teaching. The discussion of teaching is composed of four sections.

The first section on teaching involves a statement of teaching objectives and goals. This entails an elaboration of goals appropriate for lower level and advanced courses, and may involve detailed formulation of the specified objectives for each course taught. For example, a faculty member may establish learning goals for an introductory level course which focus primarily on recognition and recall learning, but may seek in upper level courses to (1) strengthen general critical thinking skills, (2) foster capacity to engage in comparison, contrast, and synthesis of theoretical perspectives, and/or (3) facilitate ability to work with raw data and to formulate and test hypotheses. It seemed essential to the division that the evaluation of teaching begin with a statement of the goals and objectives of each faculty member, for an analysis of one's teaching (for example, by reviewing student and peer classroom evaluations) without sensitivity to one's teaching goals in a hollow exercise.

Some faculty members' statements of goals focus on very concrete goals related to the discipline, while other faculty members may summarize a theory of learning and indicate how that theory shapes his or her teaching goals and strategies. Requiring members to spell out their educational goals forces them to think seriously about their educational philosophy and to be consistent in applying it in concrete teaching strategies. Indeed, reading one another's statements may cause faculty members to rethink their own assumptions and may stimulate further creativity—if the process can be done in an environment that does not lead to defensiveness.

For the most part, faculty members are not evaluated on the adequacy of their goals and objectives, for vastly different philosophies of teaching exist within the division, each standing within a legitimate tradition of educational philosophy. However, each faculty member is evaluated on *consistency* among (a) one's teaching strategies (b) one's methods of evaluating student learning, and (c) one's goals and objectives for the course. For example, a faculty member's stated goal may be to develop independent critical thinking skills, capacity to formulate hypotheses from raw data, and ability to engage in constructive syntheses of theoretical perspectives. But if that faculty member uses strictly a lecture format of instruction and employs multiple choice examinations which focus on recognition and recall knowledge of names, dates, and concrete facts,

he or she may get a less-than-stellar merit evaluation from colleagues, regardless of how "popular" he or she is with students. While lecture can be a highly effective method of teaching, the empirical evidence is that it is clearly more appropriate for some goals than for others (Goldsmid and Wilson 1980; McKeachie 1978; Duthrow and Wilkinson 1984; Erickson 1977b). Likewise, multiple choice and true/false examinations are appropriate for assessing some types of learning while take-home examinations and research papers are more appropriate for others (McKeachie 1978; Erickson 1977a).

The second category in the teaching section of the ARSA is "Method of Instruction." In this section each faculty member discusses his or her teaching strategies and documents his or her effectiveness at implementing these strategies. In order to focus one's self-evaluation, faculty are expected to address three areas: "Instruction Characteristics," "Teaching Methods," "Student/Teacher Relations."

In discussing "Instructor Characteristics," faculty are to present evidence that they display enthusiasm both for the subject matter and for teaching itself, that they attempt to appeal to students with a diversity of learning styles, and that they encourage students to think for themselves. In describing their "Teaching Methods," faculty are asked to provide evidence of being well organized (both in individual class presentations and in courses as a whole), of communicating clearly and relating abstract theories to student experience, of being flexible (changing methods of instruction to meet new situations or to attain different types of learning goals), and of joining course content to methods of research in the discipline. In describing "Student/Teacher Relations," faculty are expected to present evidence that they are responsive to student needs and concerns—both within and outside of class. Responsiveness to student needs may include anything from effectiveness in handling questions in the classroom to private tutoring or providing academic counseling.

While narratives under each of these subsections usually address the specific issues raised here, they are not limited to these matters. Faculty members are simply expected to describe their own teaching activities and characteristics as accurately as possible and to provide evidence that they are successful in that approach. Evidence of effectiveness normally includes student course evaluations (with comparative data on department or university norms, where available), peer reports on classroom observations, handouts or other written materials used in the course (including course syllabi), and letters from alumni which comment on one's teaching. Most importantly, the narrative is to describe how a faculty member's teaching methods are related to the specific goals and objectives of the course.

The third teaching subsection in the ARSA is Method of Examination and Evaluation. The instructor is to specify what methods are used to assess student learning and to describe why that method of assessment is most appropriate to the specific learning objectives for that course. Examples of examinations and descriptions of written assignments are to be provided as part of the documentation. Hence, if a faculty member claims to write examination questions which assess critical thinking or which test ability to synthesize theoretical perspectives, those questions are available for colleagues to judge for themselves. Also, since the university has at least a nominal commitment to teach writing across the curriculum, points may be earned by displaying evidence that one does, indeed emphasize and evaluate grammar and syntax on written assignments.

The fourth section on teaching describes those activities which ensure that courses do not become outdated, and the instructor does not "rest on his or her laurels." In a section on "Modification of Courses and Systematic Study of Instructional Methodologies," the instructor is to provide evidence that he or she is continually revising and improving his or her courses. In this section, faculty members discuss (a) experiments with new modes or strategies of teaching, (b) systematic studies or evaluations of the effectiveness of a teaching strategy or experiment, (c) major reconceptualization of courses and the rationale behind the revamping of the course, and (d) incorporation of new material into a course which keeps it "state of the art" scholarship.

This Modification of Courses category is the one which generates the most controversy in the division, for changes and innovations do not ensure quality, nor does a lack of "innovative" methodologies in the classroom necessarily indicate that a lesser quality of instruction is taking place. But thus far the category has remained because faculty feel it important to reward a willingness to grow and explore. If one's current methods result in high student evaluations, the temptation is to stay with what is "safe." Offering rewards for continuing testing and assessment of teaching methodologies decreases the likelihood that an instructor will stay with the same notes for a decade.

When the document was created, several other categories were discussed, including scholarly knowledge of subject matter. This is, of course, one area that has been consistently identified as one of the components of effective teaching in a variety of surveys of students, faculty, and administrators (Centra 1979). However, given the diversity of our disciplines, that item was omitted for pragmatic reasons. Most sociologists are not able to assess whether their colleagues in chemistry or physics are state-of-the-art scholars, and few natural scientists know the most recent developments in the various social sciences. The sections of the merit procedures which assess research, publications, and other scholarly activity require that faculty be actively involved in professional societies and in publication in refereed scholarly journals. We are forced to depend on the referees of those journals to evaluate the scholarship of our colleagues.

Procedure for Collegial Evaluation

If the establishment of acceptable criteria for evaluation of colleagues is difficult, the procedure is even more vexing. The first year that the university required salary increases based on merit, the division set up a committee to do the evaluations. When some persons were ranked low and received very small merit increases, there were bruised egos. Indeed, one faculty member never again spoke to the members of that merit committee until his retirement a few years later, and one non-tenured faculty member who was assigned to the committee feared that he might receive negative votes on his bid for tenure by disgruntled colleagues who had not fared well. The conflict within the division was intense, and no one wanted to serve on the committee the following year.

The procedure which was established provided for a merit committee which simply facilitated the process and tabulated scores, removing the onus from the committee. After each member of the division completes his or her ARSA, the entire collection of ARSAs is placed in the faculty secretary's office. Using the division's Merit Service Points Guideline, every member of the division is then asked to evaluate every member of the department other than himself or herself. Points are marked on a Merit Evaluation Sheet (MES) designed by the division.

Each MES involves a potential score of 122 points (60 points maximum for teaching; 31 points maximum for service; 31 points maximum for research, publications, and other scholarly activity).

The Merit Service Points Guideline is fairly specific about the number of points a candidate may receive for various types of service forms of scholarly activity. The teaching evaluations are more open for judgment, but points are assigned within specified areas.

In the Method of Instruction section, points are assigned for each of the three sub-divisions. A maximum of 12 points may be given for meritorious Instructor Characteristics. Up to 18 points may be assigned to a colleague in the Teaching Method category. A maximum of six points may be given for maintaining effective Student/Teacher Relations.

Under the second section on teaching-Method of Examination and Evaluation-a total of 12 points may be assigned, with the primary criterion of evaluation being consistency between (1) the instrument of evaluation and (b) the course goals.

Finally, a maximum of 12 points may be assigned for Modification of Courses and Systematic Study of Instructional Methodologies.

The Merit Committee tabulates the points accumulated for each candidate, and establishes the mean score for every candidate. The committee then subtracts 22 points-which represents "good" as opposed to "meritorious" work-from each candidate's mean score. (10 points are subtracted from the teaching area, leaving a possible score of 50; 6 points are subtracted from both service and scholarly activity scores leaving a possible total of 25 in each category). The result is the candidate's merit score. Only candidates with positive meritorious scores will receive merit, but for the sake of divisional harmony, most faculty members are fairly generous in evaluating colleagues. Hence, it is uncommon for a member of the department to receive no merit recognition at all.

The Merit Committee then adds the merit scores for all candidates for a division merit-point total, and divides each candidate's score by the total. The result is the candidate's percentage of the merit pool. The results are submitted to the division chair who then calculates the actual salary merit increases for each member of the department. Finally, the committee writes a letter to each recipient, indicating where the candidate was ranked especially high and indicating the percentage of the merit pool which he or she will receive. The emphasis of these letters is always on the positive, and the rankings of other faculty members are never published. The symbolic effect of being rated low and of "losing face" within the division is, in our experience, far more devastating to morale and far more likely to create conflict than the actual distribution of dollars. The result of such damaged morale is a reduction in overall productivity and in commitment to the institution.

Problems and Frustrations

The major frustration with the procedure which we have worked out is that it is very time consuming. Many members of the department submit large ARSAs, with extensive documentation and sometimes as much as ten pages explaining their rationales and strategies in teaching. Reviewing these merit packets for twelve or fifteen colleagues is extremely time consuming. It does, however, provide us with an opportunity to review one another's teaching strategies and philosophies, and it forces us to think critically about our own approaches to teaching.

Secondly, the procedure would work best where one's colleagues are well versed on the empirical research regarding the relative effectiveness of various teaching methodologies and various methods of evaluation. Not all of our faculty are equally well versed in this literature, but the procedure does reduce the intradepartmental conflict and that is ultimately more important to most of our faculty than the precise accuracy of the peer assessments. In one sense, the procedure calls for peer accountability, but compromises this emphasis with the realities of divisional politics.

A third troubling aspect of this procedure is that while our division for the most part has a good sense of collegiality, a few personality conflicts do exist within the unit. Invariable, a faculty member who is rated very high by nearly everyone in the division will be given an extraordinarily low score by one rater. While such apparent inequities are frustrating, the only solace is that at least that one negative rater was not a member of a three person committee that did the rating. One low score out of twelve or fifteen evaluators only pulls the mean score down by a couple of points. In an average year, a couple of points may cost a faculty member twenty dollars or so—about ten cents per working day. The loss of a couple of points due to a single person evaluating peers on the basis of personalities does not generate significant dissatisfaction with the process. If a small committee was responsible for the evaluations, a single low rating could be the cause of more substantial discontent and conflict.

Conclusion

Evaluation of colleagues for Salary Merit can be a major source of conflict—even of intense animosity—within an educational institution. The problems of evaluating teaching, with its inevitable problems of subjectivity, diversity of philosophies of education, and differences regarding what is appropriate evidence for the evaluation of good teaching, is especially vexing. At the college level the difficulties seem to be exacerbated in multidisciplinary academic units, for faculty members often protest evaluation by colleagues whose field is not the same and, indeed, may not even be a cognate area.

The procedure described here allows each faculty member to define his or her goals, objectives, and philosophical approach to teaching, and encourage faculty members to submit whatever evidence they think substantiates their claim that they have succeeded in fulfilling their goals and objectives. There is an implicit expectation that goals and objectives for upper level courses should involve more sophisticated thinking skills than recognition and recall learning, but otherwise the goals are normally accepted at face value and the assessments are based on consistency between goals, methods of instruction, and methods of assessment.

While the process is far from perfect, it has reduced the conflict and bitterness which once characterized merit evaluations. It further provides a context in which faculty members reflect systematically about how and why they teach the way they do. Perhaps most importantly, it provides a system of institutional rewards for focusing energy and resources on teaching.

Keith A. Roberts
Professor of Sociology
Bowling Green State University
Firelands College
Huron, OH 44839

FORUM

Issue: Can the Two-Year Colleges Continue to Underpay Part-Time Instructors?

For years, two-year colleges have employed part-time teachers as not only an academic necessity, but as an economical one. Many features of this practice have often been abusive and demeaning. One of its worst features – being underpaid. Kimberly Levite of Jefferson Tech and Joyce Kindle of Cincinnati Tech discuss this problem with us.

Part-Time Educators: More Valuable Than Their Paychecks Indicate

Kimberly Hlivko Levite

At the majority of two-year technical and community colleges in Ohio, compensating part-time instructors at a rate substantially below the rate of full-time faculty members is standard policy. In many cases, the pay rate per credit hour is one-third (or less) of that of a full-time faculty member. It is true that part-time educators do not have the same responsibilities (office hours, committees, meetings, advising, etc.) as do full-time faculty members. However, this does not justify such a pronounced gap. This underpaying of part-time instructors is made more noticeable by the tendency for these rates to remain fixed over a period of several years, while full-time educators generally realize salary increases at fairly regular intervals.

Can two-year colleges continue to underpay part-time instructors? In order to best realize the overall mission of the college and to meet the needs of the community, no, they cannot. It would be very easy to blame college administrators for inadequately compensating part-time educators, but the roots of this problem extend much further.

Part-time instructors aren't the only ones in the academic field who are underpaid. Full-time faculty and administrators notice a discrepancy between their salaries and those of professionals with comparable education and experience in business and industry. Does an accounting instructor receive the same pay as a C.P.A. in business, or does a computer instructor earn as much as a systems analyst? Does a college administrator with a master's in educational administration make the same salary as a business executive with an M.B.A.? Indeed, not!

The underlying cause of these salary disparities stems from our society's general attitude toward education and educators. In this country, it is a common and accepted practice to pay professional sports figures and entertainment "stars" exorbitant sums of money to provide high quality entertainment which satisfies audiences for brief periods of time. However, it appears that many Americans do not see the need to pay "top dollar" in order to foster the highest quality of classroom instruction possible — instruction that may very well influence those sitting in that classroom for the rest of their lives. This attitude is reflected in the reluctance of the public to encourage the state legislators to provide the funding necessary to maintain and improve the quality of

instruction at educational institutions. The lack of appropriate funding is particularly evident in the budgets of two-year colleges and is the heart of the problem of undercompensating instructors, especially those who teach on a part-time basis.

An ideal solution to the problem of underpaying part-time instructors would be an immediate pay raise of 25% or more. However, the limited funding and resulting budgetary constraints of most two-year colleges would make an increase of this magnitude infeasible. A more practical and plausible answer might be for each college to make budgetary plans to offer part-time instructors a 3% - 5% increase per year over a 5- to 8-year period. After that, an annual increase based upon the cost of living index would not be unreasonable.

Adjunct instructors have become an important part of a college's teaching team, both in number and in performance. College administrators should be reminded that part-time instructors bring a wealth of experience into the classroom because of their varied backgrounds. In *Part-Time Faculty in American Higher Education* by D. W. Leslie, S. E. Kellams, and G.M. Gunne, it is reported that part-time instructors have been found to be particularly effective at teaching non-traditional students, who comprise a large percentage of a two-year college's enrollment. Adjunct instructors also save the college money because of the difference between part-time and full-time pay rates and because there are few, if any, additional expenses for benefits for part-time educators. A more attractive pay rate might encourage more qualified professionals to bring their knowledge and expertise into the classroom. It would also cause those part-time educators who have already proved their value in the classroom to want to continue instructing.

Serving as an adjunct instructor of business technologies for almost seven years has been a very rewarding experience, one which this writer wishes to continue. Many part-time educators would concur with this sentiment. Most would also agree that positive adjustments in compensation rates would be encouraging to them and beneficial to the colleges for which they teach for the reasons mentioned above.

Kimberly Levite
Instructor
Jefferson Technical College
Steubenville, Ohio 43952

Yes and No

Joyce R. Kindie

The practical answer to this question is yes in some disciplines and no in others. There are always people available with the appropriate degrees to teach in areas like composition, sociology, psychology, and history. We can draw from retired teachers who want to keep at it parttime, from women who have been away from the workplace for a period and want to return slowly, from new graduates who cannot find or do not want full-time positions. Since the supply is greater than the demand in these areas, applicants are in no position to demand higher wages.

In more technical fields, however, where qualified people are not so thick upon the ground and can command higher salaries in business or industry, two-

year colleges will soon have to offer competitive salaries, if they are not already doing so. Occasionally, we may find a doctor, lawyer, businessman, or engineer who enjoys teaching a course or two and thinks of it as a public service rather than as a source of income. But the supply of these public-spirited professionals is limited and our demand is increasing.

It is more interesting though to put the practical question aside and consider whether we *should* continue to underpay part-time faculty. Is it in the best interest of the school or the students to do so? I think it is not, particularly when we are talking about that odd bird - the full-time part-time instructor - one who teaches a full load or more, is paid at the part-time rate, and receives no benefits. At my institution there are usually a number of these birds fluttering around. I taught English composition for two years on this basis before I received my full-time wings.

Underpaying these parttimers has a number of undesirable effects. It leads to high turnover rates so we lose continuity in our programs. New teachers are coming on board all the time, straining our meager orientation programs to the limit. At the same time, we lose consistency in our instruction. Even if all of them are doing a great job, the chances are good that the part-time faculty are all doing a slightly different job so it is difficult to set standards for our students or know what to expect from them when we get them in the higher-level courses.

Worst of all, underpaying the part-time faculty implies that their work is of very little value, when they are teaching the basic skills that all students need to succeed. I spend part of my first lecture every term explaining to my students that the ability to communicate effectively in writing is one of the most important skills they will acquire in college. Newspapers, magazines, and professional journals are full of articles bemoaning the fact that Americans are failing to teach their children to use their own language properly. Yet most of those who teach this skill are poorly paid part-time instructors struggling with heavy course loads and getting little or no support from their institutions. No matter how skilled or dedicated these instructors may be, they soon get the message that what they are doing is not really worth very much; they lose heart and we lose them.

We talk about getting back to the fundamentals in education. We need to stop talking and start paying for what we need.

Joyce R. Kindie
Instructor
Cincinnati Technical College
Cincinnati, Ohio 45223

REACTION

Reaction to "The Importance of Scholarly Publication to Two-Year College Educators" and "Force? No!"

The Journal encourages letters and articles in response to its contents, policies, and to OATYC activities. William L. Henderson responds to "The Importance of Scholarly Publications to Two-Year College Educators" and "Force? No!" (OATYC Journal, Fall 1989).

William L. Henderson

The Fall issue of OATYC presented two well-developed views on the role of forced research and publication in a two-year academic setting. It is given in both papers that the research preparation for scholarly writing can make a contribution to the professional status and capacity of the educator. However, the views expressed by Preisser and Thompson focus on research-publication which is an important, but only one, aspect of faculty professional development. The issue of research-publication should be viewed within the rubric of professional development and with reference to both faculty and administrative responsibilities.

Improving the professional capacity of the faculty is the plinth of effective programs for all two-year academic institutions. Both from a personal and collegial point of view, well structured professional development opportunities are a *sine quo non* for any two-year college. It is assumed that every reasoned academician, whether administration or faculty, recognizes that there are numerous, different, options for enhancing professional development of faculty members. Those options may take the form of simply having adequate "time to read" to maintain currency and modernity in the areas of interest and specialization. Vital options in a "system" of professional development include opportunities which facilitate improved classroom teaching, or enhanced classroom delivery systems, or permit participation in activities of national and regional professional associations. Other professional development options include (a) larger blocks of opportune time for preparing for classes or for activities related to formal research; (b) a lower teaching load, i.e., fewer contact hours and fewer students; (c) more liberal financing to support teaching and grading assistants; and (d) more opportunities to consult with other professionals in the respective fields of specialization at conferences and through formal and informal consultation. There are also other ways by which an administration can facilitate faculty professional development. For example, the administration can obtain more adequate funding for the purchase of library and published resource materials, and obtain more funds to pay for research help from qualified assistants, and perhaps finance real time payments for research time in excess of the normal work load expected of effective teachers.

The institution has a financial responsibility for creating permissive conditions to enhance broadgauged professional development. Note that the emphasis on responsibility for the administration is *not* on the role that it may identify for faculty, but rather on the obligation of the administration to (a) establish an incentive system for faculty members who desire to increase their

research-publication activities as a means of professional development; and to (b) create practical opportunities for other non-publication activities which enhance faculty professional development.

From the traditional knowledge point of view, administrations seem to identify the necessity of publications for promotion and tenure, as "the" element in professional development. But at the same time, administrations may fail to generate policies and financial support to facilitate that one element. If administrations expect faculty to be active in professional development, research-publication should be identified as only one of the activities for faculty development. It is imperative for administrations to identify the collegiate worth of professional development for the institution in terms of staff and financial planning. If administrations do not expand and enhance options for the other types of professional development activities, they are likely to endure enduring frustration. The administrators of two-year programs may need to reconcile themselves to expectations for faculty research-publications which are different than those extant at four-year public universities. There may be impenetrable differences between the larger and better funded institutions and two-year colleges because of the absence of professional development programs and incentives at two-year colleges.

Given the current resources of two-year colleges, faculty may never have access to the professional development support available at major private and public research universities and colleges. Faculty members may be left largely to their own resources for their professional development. It is a personal imperative of each faculty member to understand the pragmatic significance of research-publication in his or her overall professional development. On an opportunity cost basis, each faculty should ration his/her scarce resources to best accomplish individual professional development goals.

William L. Henderson
Assistant Professor of Economics
The Ohio State University at Newark
Newark, OH 43055

The Editorial Board of the OATYC Journal is soliciting written responses (three or four paragraphs) to the question Do today's two-year college faculty members need the protection of a national union? The response should address one of the many possible perspectives. Here is your chance to participate, and the Board encourages you to do so. As determined by the Board, the best responses will be published in the spring edition's "Forum" section, deadline: September 14, 1990.

The Jerry McClain Co., Inc.

Custom homes, Northern Products log homes, residential remodeling, light commercial construction and residential and commercial condominiums.

Design - Quality - Service



51 North Third Street
Suite 701
Newark, OH 43055

Phone
(614) 587-3700

Sharon Valley Apartments

"Designed with the student in mind"

Sharon Valley Apartments are located adjacent to the campus of The Ohio State University, Newark and the Central Ohio Technical College.

Phone
(614) 587-3700

OATYC Journal Campus Solicitors

Agricultural Technical Institute, Ms. Linda Houston

Belmont Technical College, Dr. Rusty Stevens
Bowling Green State University, Firelands Branch, Mr. Ronald Willard

Central Ohio Technical College, Mr. Scott Wilson
Cincinnati Technical College, Mr. David C. Ballinger
Clark State Community College, Dr. Mary K. Linde
Clermont College, Ms. Karen Williams
Columbus State Community College, Dr. Rita Bova
Cuyahoga Community College East, Mr. Thomas Morris
Cuyahoga Community College Metro, Mr. Stanley Klosek
Cuyahoga Community College West, Dr. Arthur Polen

Edison State Community College, Mrs. Mary Harris

Hocking Technical College, Mrs. Elaine Dabelko

Jefferson Technical College, Mrs. Carolyn Leech

Kent State University, Ashtabula Campus, Dr. Jack E. Smith
Kent State University, East Liverpool Campus, Mr. Carl Yoke
Kent State University, Geauga Campus, Dr. James Jones
Kent State University, Salem Campus, Dr. James Cooney
Kent State University, Stark County Campus, Ms. Patricia Murphy
Kent State University, Tuscarawas Campus, Mrs. Agnes K. Swigart
Kent State University, Trumbull Campus, Ms. Janet Crawford

Lakeland Community College, Ms. Sally Carr
Lima Technical College, Mr. Alan Lange
Lorain County Community College, Ms. Marilyn Valentino

Marion Technical College, Ms. Betty M. Dietsch
Michael J. Owens Technical College, Dr. Charles Ballard
Muskingum Area Technical College, Mrs. Catherine Cummings

North Central Technical College, Dr. Bruce Sliney
Northwest Technical College, Dr. James Nagel

Ohio State University, Newark Campus, Dr. Robert Klingensmith
Ohio University, Belmont Campus, Dr. Thomas Flynn
Ohio University, Chillicothe Campus, Mr. J. Steven Phillips

Raymond Walters General and Technical College, Dr. James E. Cebula
Rio Grande Community College, Dr. Raymond Boggs

Sinclair Community College, Dr. Benjamin McKeever
Southern State Community College, Mr. Kenneth Store
Stark Technical College, Ms. Thelene Gall

Terra Technical College, Mr. Kenneth Hahn
Toledo Community and Technical College, Dr. Robert Somogyi

University of Akron Community and Technical College, Ms. Anna P. Barnum
University of Cincinnati General and Technical College, Dr. Patrick Kumpf

Washington Technical College, Mr. Joe Testerman
Wayne General and Technical College, Mr. Robert McElwee

Youngstown State College of Applied Science and Technology,
Dr. Violet Bogges

OHIO ASSOCIATION OF TWO-YEAR COLLEGES

CALL FOR PROPOSALS 1990 FALL CONFERENCE

CELEBRATING DIVERSITY: EDUCATION FOR THE 90'S

The 1990 OATYC Fall Conference will take place Friday, October 26 at the Ramada Hotel-Blue Ash in Cincinnati, Ohio

Education in our dynamic society must take into account rapid changes in course content, curriculum design, evaluation and assessment, student population, and learning styles. In short, effective education must be adaptable and diverse.

Some areas which could be addressed:

Health Technologies Trends
Engineering Technologies Trends
Developmental Education
Technical Vs Community College
Language Arts
Administrative Strategies
Financial Aid Trends
Teaching Strategies
Government Grants

Math/ Science Curriculum
Student Tutoring Programs
Employment Trends
Evaluation/Placement Trends
Study Skills
Articulation
Retention
Computer Assisted Learning
Learning Disabled Students

PLEASE SEND PROPOSALS TO

CHERI CUMMINGS
CINCINNATI TECHNICAL COLLEGE
3520 CENTRAL PARKWAY
CINCINNATI, OHIO 45223

DEADLINE: JUNE 29, 1990

OATYC Officers: 1989-90

President: Carlene Alexander-Ibenegbu, Instructor, Social Services, Columbus State Community College, 550 East Spring Street, Columbus, OH 43216 (614) 227-2596.
President-Elect: James Marcotte, Director of Developmental Education, Cincinnati Technical College, Cincinnati, OH 45223 (513) 569-1612.
Treasurer: Russell K. Davis, III, Associate Professor of Business Management Technology, University of Akron Community and Technical College, 304 East Buchtel Avenue, Akron, OH 44325 (216) 375-7391.
Secretary: Linda Houston, Associate Professor of Communication Skills, Agricultural Technical Institute, 1328 Dover Road, Wooster, OH 44691 (216) 264-3911.
Past President: Kathy Brubaker, Executive Director, Findlay Campus, Owens Technical College, Findlay, Ohio 45840 (419) 423-6827.

Board of Directors: 1989-90

Gary Boyer, Director of Business & Industry Training, Hocking Technical College, University Drive, Route 1, Nelsonville, OH 45764 (614) 753-2108.
Nancy Gilson, Director of Media, Marion Technical College, 1465 Mount Vernon Avenue, Marion, OH 43302 (614) 389-4636.
Anne Peterson, Associate Professor, Behavioral Sciences, Columbus State Community College, 550 E Spring St., Columbus, OH 43216.
Marilyn Valentino, Assistant Professor, Coordinator of the Learning Support Center, Lorain County Community College, 1005 North Abbe Road, Elyria, OH 44035 (216) 365-4191.

OATYC CAMPUS LIAISON LIST - 1989-90

Belmont Technical College Rusty Stevens (614) 695-9500	Kent State University-Stark Patricia Murphy (216) 490-9600	Ohio University-Chillicothe J. Steven Phillips (614) 775-9500
Bowling Green State University-Firelands Joe O'Loughlin (419) 433-5560	Kent State University-Trumbull Bill Ostrowski (216) 847-0571	Ohio University-Ironton Eric Cunningham (614) 533-4600
Central Ohio Technical College Paul Treece (614) 366-1351	Kent State University-Tuscarawas Agnes Swigert (216) 339-3391	Ohio University-Lancaster Joanna Wolford (614) 654-6711
Cincinnati Technical College Jim Marcotte (513) 569-1618	Lakeland Community College Carlton Tackett (216) 953-7342	Owens Technical College Kathy Brubaker (619) 423-6827
Clark State Community College Katherine Kalinos (513) 325-0991	Lima Technical College Alan Lange (419) 222-TECH	Raymond Walters General Technical Barbara Tietzert (513) 745-5698
Clermont College Roger J. Barry (513) 732-2940	Lorain County Community College Lou Saures (216) 365-4191	Rio Grande Community College Sanford Lane (614) 245-5353
Columbus State Community College Denise Riley (614) 227-2453	Marion Technical College Nancy Gilson (614) 389-4636	Sinclair Community College Thomas M. Preisner (513) 226-2500
Cuyahoga Community College-Career Resources Institute Allie Dunham (216) 292-2220	Miami University-Hamilton Robert Riser (513) 863-8833	Southern State Community College John Porter (513) 695-0307
Cuyahoga Community College-Eastern Dave Humphreys (216) 292-2000	Miami University-Middletown Rob Spierck (513) 424-4444	Stark Technical College Thomas Lubach (216) 494-6170
Cuyahoga Community College-Metro Nancy Roberts-Harrington (216) 987-4000	Muskingum Area Technical College Charlie White (614) 454-2501	Terra Technical College Kenneth Hahn (419) 334-3886
Cuyahoga Community College-Western Arthur D. Polen (216) 845-4000	North Central Technical College Bruce Sliney (419) 755-4800	University of Akron Vilma Pomrenke (216) 375-7220
Edison State Community College Mary Harris (513) 778-8600	Northwest Technical College James Nagel (419) 267-5511	University of Cincinnati University College R. William Vittori (513) 475-8052
Hocking Technical College Gary Boyer (614) 753-3591	Ohio State University Agricultural Technical Institute Linda Houston (216) 264-3911	University of Toledo Community and Technical College Judy Hanover (419) 537-3126
Jefferson Technical College Mary Beth Ruthem (614) 264-5591	Ohio State University-Lima Alan Lange (419) 222-TECH	Washington Technical College Ann Tiber (614) 374-8716
Kent State University-Ashtabula Claudia Greenwood (216) 964-3322	Ohio State University-Manassett Charles Bird (619) 755-4011	Wayne General And Technical College Robert McElwett (216) 683-2010
Kent State University-East Liverpool Dorwin Smith (216) 385-3805	Ohio State University-Marion Francis Hazard (614) 389-2361	Wright State University-Lake Campus Arthur Meliterno (619) 586-2365
Kent State University-Geauga Larry Jones (216) 285-2219	Ohio State University-Newark Robert Klingensmith (614) 366-3321	Youngstown State University Robert Campbell (216) 742-3312
Kent State University-Salem Ed Villalba (216) 332-0361	Ohio University-Belmont Richard G. McMann (614) 695-1720	